

**Cumbria Toolkit
For
Special Educational Needs and Disabilities**



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Introduction

The Cumbria Toolkit for Special Educational Needs and Disability (SEND) is aimed at all educational providers and settings supporting Cumbrian children and young people aged 0-25 years.

It is our intention in Cumbria for every child or young person with special educational needs to achieve their full potential in school and make a successful transition to adulthood. The vast majority of children with SEN - including those with EHC plans - can and should thrive in mainstream schools with high quality inclusive practice.

‘The term inclusion broadly defines an approach to incorporating all children in the classroom, facilitating their learning regardless of individual differences and personal backgrounds. Inclusion recognises that all children face barriers to successful learning. Reducing barriers to learning is one of the principal aims of teaching. It recognises that all children are different, coming from differing backgrounds and with a whole range of characteristics. An inclusive approach to teaching and learning focuses on learning differences as positive attributes to support learning, rather than deficits to be compensated for.’ Nicola Crossley and Des Hewitt (2021) *Nasen-spotlight, Inclusion: A Principled Guide to School Leaders* (Routledge)

The purpose of this toolkit is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, along with information on appropriate steps and strategies. It is important that it is read in conjunction with the Cumbria SEND Handbook and Criteria which provides clear information about how to meet individual needs through the graduated approach from SEN Support, involvement of specialist services and possible consideration of whether a request for an Education, Health and Care needs assessment is indicated.

It outlines the provision that Cumbria County Council expects to be in place in all educational settings in order to best support Cumbrian children and young people with SEN, and as such, forms an important part of the **Cumbria Local Offer**. <https://localoffer.cumbria.gov.uk>



SECTION 1 – Providing High Quality Provision



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1.1 Identification of Primary Areas of Need (built upon strong whole school systems)

Special Educational Needs

A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made.**

A child of compulsory school age or a young person has a special educational need or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they have a learning difficulty or disability and will require special educational provision upon entering school.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

“A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.

Broad areas of special educational need

Even the most detailed guidance cannot fully reflect the complexity and subtlety of individual pupils' needs and the implications of these needs for education.

The determining factor for a child or young person being identified as having SEN must be educational issues. A detailed assessment of need should ensure that the full range of a child or young person's need(s) is identified so that the support provided is based on the understanding of their strengths and areas for development. This evidence will help to ensure that interventions are targeted at their area of difficulty.

Assessment can be through in-school investigations, and/or specialist advice.

Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment process.

In four broad areas of SEN, the SEND Code of Practice 0-25 years (DfE 2015) defines a spectrum of difficulties that can lead to a child or young person experiencing difficulties with learning:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Physical and Sensory



The intention is to support educational settings and others to plan their provision and to focus on relevant and high-quality interventions.

Cognition & Learning

Cognition refers to thinking and reasoning – the ability to use mental strategies to understand situations and to solve novel problems. This ability varies hugely between people, and everyone has their own pattern of cognitive strengths and weaker areas. Teachers often become very skilled at identifying and building on the strengths: educational psychologists (EPs) can help them to do that, through consultative work and sometimes through the use of formal tests.

Learning refers to the child or young person's acquisition and application of new knowledge and skills. People with significant cognitive weaknesses usually have associated difficulties with the school curriculum: typically, this affects literacy and numeracy, and often the whole school curriculum. However, many children and young people with cognitive difficulties learn very successfully in some areas, whilst needing support in others. Where the vast majority of the curriculum is affected, psychologists might refer to 'general learning difficulties'. Where some parts of the curriculum are particularly affected, they might use the term 'specific learning difficulties'.

For all types of learning difficulty, it is important for schools and settings to take a graduated approach to supporting the young person's learning. Staff can seek advice from parents/carers and external specialists (such as educational psychologists and specialist advisory teachers) to help them to do that, and over time a picture will be built up of how a young person learns most effectively, and what their ongoing support needs are.

Terms used to describe levels of cognitive difficulty vary widely between countries, and even across the UK. Conventionally, in the UK, cognitive difficulty would be described as mild, moderate, severe or profound. In Cumbria, children and young people with mild and moderate levels of difficulties would usually be well supported through Quality First Teaching and SEN Support using the schools' delegated resources (with additional specialist advice if needed). Children and young people experiencing severe difficulties would usually have an Education, Health and Care Plan (EHC Plan) and their needs may be met within mainstream or in some cases, a more specialised setting. Children and young people with profound difficulties would be more likely to require a Special School setting. The CCC Special Educational Needs Handbook gives more information about these levels of cognitive difficulty and the provision to meet them.

Severe Learning Difficulties (SLD)

Children and young people who experience Severe Learning Difficulties (SLD) will have difficulty understanding, learning and remembering new skills. They will have difficulty with both the acquisition of skills and applying these skills to new situations. Attainments are likely to remain well below the age expected levels for much of their school life. Additional difficulties with social tasks such as communication, interaction and self-care may also be present. If they have an EHC plan, a Specialist Advisory Teacher will be available to help with monitoring progress and advising on needs, so that provision can be adjusted through the Annual Review process. If they do not have an EHC plan, the educational psychologist would be able to give advice when needed.

Specific Learning Difficulties (SpLD)



Children and young people who experience specific learning difficulties usually have their needs met at the mild/moderate level, through intervention by school staff and with advice from EPs, if needed. They usually learn basic literacy/numeracy skills more slowly than most people and need specific teaching and practice of these skills for a lot longer. Because of this, they also need a

strong focus on supporting their access to the whole curriculum, so that the level of their basic academic skills does not impede their participation or affect their confidence and wellbeing. They need sensitive and skilled support over a long period.

Communication & Interaction

This broad title includes children and young people who may have speech, language and communication difficulties arising from a developmental language disorder (DLD) or social communication differences as identified in neurodiverse individuals or those with identified autism spectrum conditions.

Developmental Language Disorder (DLD)

Developmental Language Disorder (DLD) describes children and young people with complex language and communication difficulties. In DLD, language deficits occur in the absence of a known biomedical condition, such as Autism Spectrum Disorder or Down syndrome, and interfere with the child and young person's ability to communicate effectively with other people. It is thought that DLD affects 7% of children in the general population.

Children and young people with DLD have very specific difficulties learning language. They are often as bright and able as their peers in every other way and may outshine their peers in some areas – for example excelling at maths, in art or in sport. But they struggle either with understanding language or with expressing themselves or both.

Sometimes they have related difficulties so that they find it hard to pay attention or are very sensitive to sensory information. Their language difficulties affect their everyday life and their learning at school. Their language difficulties may change over time but are likely to affect them throughout their life. There is often no obvious medical reason to explain their language difficulties.

Children and young people with DLD vary hugely. Every child and young person is an individual, with different strengths and difficulties in their language skills. The impact of the language difficulties can be mild for some children but more severe for others. Whilst you may recognise some features, children and young people with DLD are as diverse and individual as we all are.

More information can be found on [The Communication Trust website](https://www.thecommunicationtrust.org.uk/).

<https://www.thecommunicationtrust.org.uk/>

Autism / Communication and Interaction difficulties

Some children and young people will have a diagnosis of autism, others will have been identified as having social communication and interaction differences which mirror those characteristics often observed in autistic children and young people.

Autism is a lifelong developmental disability that affects how an individual communicates with and relates to other people. It also affects how they make sense of the world around them.

It is a spectrum condition, which means that, while all autistic people share certain difficulties and differences (social communication, social interaction, inflexibility of thought and sensory regulation) their condition will affect them in different ways.



Many autistic children and young people experience motor planning difficulties as well as sensory processing differences. They may be over or under-sensitive to external and/ or internal stimuli, such as sounds, touch, tastes, smells, light or colours.

Additionally, they may have differences with interoception (knowing what is going on inside the body, e.g. hunger, feeling full, hot, cold, thirsty) and or problems with proprioceptive and vestibular senses which includes feedback from joints and muscles and movement and balance respectively.

Many autistic children and young people those with and communication and interaction difficulties experience differences in their emotional regulation and can have a high level of anxious thoughts and feelings which impacts greatly on their day-to-day functioning. Where particularly high levels lead to avoidant behaviours, further assessment to consider a demand avoidant profile of autism may be considered.

More information on the range of presentations can be found on **The National Autistic Society website**. <http://www.autism.org.uk/about>

Many autistic children and young people are able to grow up to live relatively independent lives. There should be no limit to their ambitions, and they should have the same opportunities as everyone else in society. Some autistic children and young people, however, have more complex difficulties and may need a lifetime of specialist support from education, health and social care.

For information on the National Strategy for autistic children, young people and adults: 2021 - 2026

<https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/the-national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

A medical diagnosis of autism is not:

- sufficient evidence to make a request for an EHC plan. When considering children or young people who may have autism related difficulties or a diagnosis of an autism spectrum condition, it is important to clearly identify their primary area of need. It is very important to implement and evidence the relevant graduated response.
- required to request the involvement of a Specialist Advisory Teacher ASC who form part of the Special Educational Needs and Disability Teaching Support Team (SEND TST).

It is important to note that teachers and specialist education staff are not in a position to diagnose autism.

Neurodiversity

Some children and young people are identified as neurodiverse and experience differences with sociability, learning, attention and mood. They may have ADHD, dyslexia, dyspraxia or be autistic and as such experience differences in the way that their brain may work to make sense and interpret information.

Social, Emotional & Mental Health (SEMH)

Children's social and emotional development are closely linked to their mental health and it is crucial to support children of all ages in acquiring skills in these core areas. Most babies instinctively socialise from an early age but, as the skills children need increase in complexity, many benefit from guidance to understand and appreciate the nuances of social interaction and relationships. Infants, by the age of around 4 years typically develop "theory of mind" so that they can understand others' behaviour and empathise with them. Some children, such as those who have an autism spectrum condition (ASC), learning difficulties, who have experienced adverse childhood experiences (ACEs) or a specific trauma,

may be confused by some social communication and can struggle to fulfil expectations required of them. These children may struggle with their emotional reactions and understanding, self-regulation and the development of emotional resilience. They may need access to more specific and explicit guidance, modelling and clarification about social demands and behaviours: all teachers and support staff will be able to meet such needs within the school/setting day and by discussing issues with parents/carers.

It is important that schools adopt a graduated response when considering social emotional and mental health needs of pupils. Adults should be aware that behaviour is a form of communication and staff will need to monitor the intensity, frequency and duration of presenting behaviours. This is often easier where behaviour is extravert, but it is important to be alert to the inner world of children who may be emotionally vulnerable, introverted and who may not easily communicate their feelings. Presenting emotions/behaviours may signal the tip of an iceberg with large amounts of information underneath. For example, a child who hurts others may be experiencing domestic violence, may be being bullied, may be frustrated due to learning problems or have unrecognised social communication issues. Understanding the triggers is a crucial first step in managing such reactions and these must be considered from the child's perspective as well as others involved. More severe and longer lasting presentations may require more thorough assessment and advice or support from external professionals regarding interventions. This emphasises the need to gradually increase the rigour of assessments, types/amount of support and to monitor interventions through a graduated response.

For most children and young people, a "universal" approach to encouraging social and emotional wellbeing will suffice. This can be delivered in schools environments which are attuned to children's social and emotional needs and where staff explicitly teach skills that underpin wellbeing and engagement through supportive interactions, fostering a sense of community, creating opportunities for pupils to develop strong relationships and encouraging them to reflect on their strengths, skills and contributions they can make. For some children, a more "targeted" approach might be needed. This can be in response to a specific relationship, skill or emotion they are struggling with, linked to a particular incident, such as a bullying incident or related to a phase in their lives, such as adolescence. Schools have access to a wealth of tools and resources to support children in these circumstances and County Council employees, health professionals or voluntary agencies can signpost those which can be embedded in the curriculum or used for such targeted work. A smaller number of children may need more "individualised" support with an emotional or social issue such as a bereavement, anger or anxiety management or self-concept/self-esteem/confidence. Prolonged distress or difficulty with these, where needs cannot be met by school staff alone, may lead to an identifiable mental health condition which requires addressing by an outside agency such as CAMHS or a Paediatrician.

Positive Behaviour Management

Schools and settings try to encourage appropriate behaviours through creating a positive, caring environment where people consider each other's needs and work within a shared set of expectations and rules. For most children and young people this works well. However, some children/young people require more individualised and intensive approaches. They may lack experience of working within behavioural limits, may be undergoing emotional stress, or may have a disability which gives rise to behaviour that challenges. Staff will need to reflect on the causes and functions of these behaviours and work with other agencies where needed. People to consider involving include:



- Internal staff groups for joint problem solving
- Relevant Specialist Advisory Teachers (e.g., for Autism (or suspected autism) or Learning Difficulties)

- Educational Psychologists (for ages 0 to 25 years)
- Behaviour and Emotional Wellbeing Officers (primary aged pupils)
- Children's Centres, who may have support available for parents or children
- Social Workers
- Child and Adolescent Mental Health Service
- Other locally available groups or facilities described in the Local Offer

Behaviours that challenge can present risks to the pupil and other people and prevent others from learning by disrupting the classroom environment. Staff can sometimes feel vulnerable because they may need to act outside of the normal school behaviour policy. The Local Authority guidance below suggests a framework, procedures and documentation which can be used to plan and implement an individualised approach to behaviour that challenges. The emphasis is on using preventative and de-escalating strategies. There is also guidance on risk assessment and planning for the use of restrictive physical intervention. **See Appendix A – SEMH Pathway**

CCC Positive Behaviour Management - Guidance for Schools and Settings

<http://www.cumbria.gov.uk/elibrary/Content/Internet/537/17384/43420101057.docx>

Physical and Sensory

Deaf/Hearing Impairment (D/HI)



Hearing Loss/ Deafness is a medically diagnosed condition completed by an Audiologist.

A medical diagnosis is required to access a Specialist Advisory Teacher DHI (SAT: DHI) also known as a Teacher of the Deaf (TOD) who are part of the Special Educational Needs and Disability Teaching Support Team (SEND TST).

There are two types of hearing loss. These are described as conductive loss and sensori-neural loss. A child can have a mixed hearing loss which means they have both a conductive and sensori-neural loss. A conductive hearing loss is usually temporary and can come and go; is extremely common in young children; can have a significant effect on concentration, attention and language development and behaviour and sometimes the child is prescribed hearing aids to use on a temporary basis. A sensori-neural loss is permanent & much less common; can be described as “mild”, “moderate”, “severe” or “profound” in its severity; is likely to necessitate the use of hearing aids or a cochlear implant and is likely to have a significant effect on development, without appropriate intervention and support.

Communication approaches can vary, from those children who have British Sign Language (BSL) as their first language, to those who develop spoken language via listening and audition.

Some children are born deaf/ hearing impaired and others lose their hearing as a result of accident or illness. In some cases, hearing impairment is one aspect of a complex combination of needs.

The impact of hearing loss on access to early development and learning in school will relate to the degree of loss, communication and interaction skills, cognition and learning, social and emotional wellbeing and sensory strengths and needs.

More information about childhood deafness can be found on the website for the National Deaf Children's Society. www.ndcs.org

Blind/Vision Impairment (B/VI)

Being blind or having a vision impairment is a medically diagnosed condition, where there is clinical evidence of vision difficulties which cannot be corrected by glasses.

A medical diagnosis is required to access a Specialist Advisory Teacher BVI (SAT: BVI) also known as a Teacher of Vision Impairment (TVI) who are part of the Special Educational Needs and Disability Teaching Support Team (SEND TST).

A Certificate of Vision Impairment (CVI) may be provided by a consultant ophthalmologist but is not necessary to access support from a SAT: BVI. The expectation is that placement for all children and young people with a vision impairment (VI) will be in their local setting/school, including those sight impaired (partially sighted) or severely sight impaired (blind).

Vision difficulties take many forms with widely differing implications for a child or young person's education. They range from relatively minor and remediable conditions to total blindness. A child or young person's functional use of vision may or may not improve through childhood. Where the use of vision may improve it is important that appropriate action and support is provided as soon as possible by the family, setting/ schools and this service.

Some children are born blind or vision impaired; others lose their sight as a result of accident or illness. In some cases, vision impairment is one aspect of a complex combination of needs.

The impact of vision impairment on access to early development and learning in school will relate to the degree of functional vision, communication and interaction, cognition and learning, social and emotional wellbeing and sensory strengths and needs.

More information about vision impairment can be found on the website www.rnib.org

Physical/Medical Difficulties

Physical disability is a generic term that encompasses a wide range of medically diagnosed conditions. The condition may be congenital such as Spina Bifida, Muscular Dystrophy or Cerebral Palsy or be a condition acquired at any stage including post-accident, tumour or stroke.

A physical disability can be described as long term usually lasting a lifetime and is seldom static so changing needs should be revised often. Some physical impairments are fluctuating in impact.

Students with physical impairments may have difficulties with mobility, manual dexterity and speech. Some may use a wheelchair all or some of the time. They might need support with personal care.

Unseen impairments and medical conditions cover a wide range of diagnoses including Epilepsy, Cystic Fibrosis, Crohn's disease, cancers and pain conditions. Their effects may include fatigue, pain, general ill health, and a need for more frequent access to bathroom facilities and/or opportunities for rest periods. Often, these conditions can fluctuate; a student may be well one day and feeling very unwell the next because of a sudden 'flare-up' in their condition.

Students with unseen impairments and/or medical conditions may need support in the following areas:

- Managing fatigue and energy levels
- Breaks for symptom management



- Sitting or standing for extended periods
- Managing exposure to environmental triggers
- Poor concentration
- Social inclusion
- Developing independence and self-advocacy
- Emotional resilience

Some children with physical disabilities and/or medical conditions may be very cognitively able so the levels of support must be tailored to a person-centred analysis of each child or young person's needs.

To allow children and young people with a physical and or medical need reach their full potential, a team approach with appropriate training and advice from both education and health professionals will provide the best support.

School staff may benefit from support and advice to enable the child or young person to be fully included in all areas of school life. This can be provided by the SEND Teaching Support Team (SEND TST) and/or the Health Authority. It is the responsibility of schools to ensure a co-ordinated approach, involving both Health and Children and Families' Service professionals, is maintained through regular point planning meetings.



1.2

English as an Additional Language

English as an Additional Language (EAL)

English as an Additional Language covers children and young people who are new to English and those advanced learners who still need support developing academic language and grammar. Research shows that a child who is new to English will take approximately 2 years to become fluent in conversational English and a further 5-7 years to become competent in the full use of academic English.



For new arrivals, it is important to find out as much as possible about a bilingual learner's home language such as word order in sentences etc. as children will transfer what they know about how home languages work to their acquisition of new languages. Further guidance on English as an Additional Language in EYFS, New arrivals at Key Stages 1 and 2, Key Stages 3 and Advanced Learners can be found on the Local Offer

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=Mq3v-a2bPYI>

It is also important to find out as much as possible about a young children's development in their home languages as any delay in home language development will affect their progress in learning English as an Additional Language could indicate an underlying speech language and communication difficulty. There is a parent questionnaire in various home languages on the local offer to assist school staff investigating early language development.



Staff should measure pupil progress using appropriate EAL assessment levels such as The Bell Foundation

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/> or the NASSEA EAL assessment <https://www.nassea.org.uk/product/nassea-eal-assessment-framework-tracker/>

If there are concerns regarding progress or potential Special Additional Needs advice from the Specialist Advisory Teacher for English as an Additional Language can be accessed through the Early Help form.



1.3

SEN Support – A Graduated Approach

*Much of the text in the section is taken from The SEND Code of Practice (DfE 2015). The word **MUST** reflects a statutory duty and **SHOULD** refers to good practice.*

The SEND Code of Practice 0-25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Code of Practice clearly states that all teachers are teachers of children and young people with Special Educational Needs. Inclusion and achievement for all pupils are key factors in the aspiration of Cumbria for its children and young people.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their potential
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

(Section 6.1)

The SEND Code of Practice says all schools and colleges **must**:

- Use their best endeavours to make sure that a child or young person with SEN gets the support they need – this means doing everything they can to meet children and young people's needs and ensure that children and young people with SEN engage in the activities of the school or college alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN Coordinator, usually known as the SENCO.
- Inform parents when they are making special educational provision for a child/young person and inform parents and/or carers if they add the child or young person to the school or college SEN register. Schools must also inform parents and/or carers if their child is removed from the school's SEN register.
- Publish a SEN information report and their arrangements for the admission of disabled children or young person, the steps being taken to prevent disabled children or young people from being treated less favourably than others, the facilities provided to enable access to the school or college for disabled children or young people and their accessibility plan showing how they plan to improve access progressively over time.

The majority of children and young people will benefit from attending mainstream schools and have their needs met through quality first teaching and learning available to all learners, including that at SEN Support.

What is SEN support?

Every child/young person with identified special educational needs should have SEN support. This means help that is additional to or different from the support generally given to other children/young people of the same age.

The purpose of SEN support is to help children/young people achieve the outcomes or learning objectives set for them by the school or college. Schools and colleges should involve parents in this process.

Every school and college must publish a SEN information report about the SEN provision the school or college makes. You can find this on the school or college website. You can also ask your child/young person's teacher/tutor or the school or college's Special Educational Needs Coordinator for information on the SEN provision made by the school or college.

The [SEND Local Offer website](#) published by Cumbria County Council also sets out what support it expects early years settings, schools and colleges to make for all children and young people with SEN or disabilities.

SEN support can take many forms, including:

- a special learning programme for your child/young person
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child/young person in a small group
- observing your child/young person in class or at break and keeping records
- helping your child/young person to take part in the class activities
- making sure your child/young person has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children/young people work with your child/young person, or play with them at break time
- supporting your child/young person with physical or personal care, such as eating, getting around school safely, toileting or dressing

Information about SEN support :

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-4-7>

Who decides what SEN support a child/young person has?

The SEND Code of Practice says;

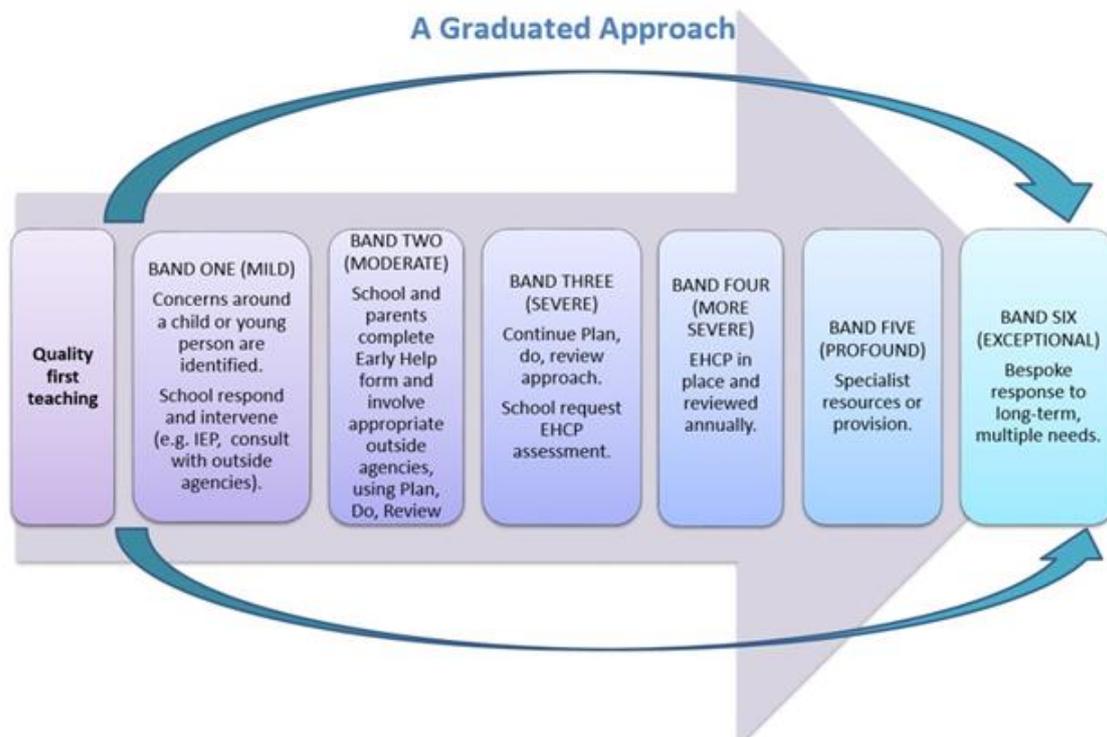
Class and subject teachers/tutors, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

The school or college should then decide if your child/young person needs SEN support. The school should talk to you and your child/young person about this. If a young person is 16 or older the school or college should involve them directly.

The SEND Code of Practice says;

- Where a pupil is identified as having SEN, schools and colleges should take action to remove barriers to learning and put effective special educational provision in place.
- This SEND support should take the form of a four-part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes

Meeting the needs of all children and young people and particularly for those with special educational needs in Cumbria is underpinned by the Graduated Approach.



The graduated approach should be considered along with the information set out in Chapter 6 of the *Special Educational Needs and Disability Code of Practice 0-25 years. (SEND Code of Practice)* and 'provision that is ordinarily available'.

The support available for children and young people with Special Educational Needs within the graduated approach is covered through quality first teaching and reasonable adjustments, as set out above. Cumbrian Schools are supported by the Early Help assessment process.

The lead services which are able to provide advice and support for each need are listed in **Section 3.7 – Working in Partnership with other Services.**

Children and young people will ordinarily develop skills sequentially but not always in the same way or at the same time. By understanding the developmental level, strengths, needs and learning potential of children and young people, realistic and aspirational targets which children and young people are able to achieve, can be set.

Focusing on the strengths of a child should be the starting point for any child or young person's programme of support and intervention. It is important that we enable and empower our children and young people to be independent learners at whatever level they start at and to measure their rate of progress from that starting point. It is important we celebrate their achievements whilst identifying needs for further development.

The graduated approach draws upon more detailed approaches, more frequent reviews, and more specialist expertise in **successive** cycles of 'assess, plan, do and review', through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and how best to support the pupil to make good progress and secure good outcomes.



An Early Help assessment is recommended at early stages of intervention to help assess the situation and identify support for the child or young person from within school/setting.

Individual Education Plans (IEPs and SEN Support Plans)

Schools have used IEPs for many years and use different formats and layouts. However, they all contain information that is specific to the child and should include a summary of identified strengths and needs, agreed outcomes, targets and clear details of the support being provided. Targets should focus on the identified area of special educational need and not general curriculum objectives common to all. IEPs/SSP will also record summaries of review discussions and any changes to be made following the review.

The purpose of an IEP/SEN Support Plan is to inform the parents, the child and/or young person and all those working with the child or young person of the outcomes that have been set and how these will be reached. It is a teaching and learning plan and should set out goals and actions for the child or young person that are different from or additional to those that are in place for the rest of the class.

An IEP/SEN Support Plan allows schools and staff:

- to identify the child or young person's additional needs and set appropriate targets to meet those needs.
- to plan teaching strategies and identify the provision required to work towards meeting the targets
- to collaborate with parents and other members of staff
- to help the child become more involved in their own learning.
- to monitor and review the effectiveness of teaching, support and interventions

These plans can be drawn up by a class teacher, with the advice of a SENCO where appropriate. The child or young person and the parents should be included in developing the plan. It is good practice to invite parents and the child or young person to give their views at review meetings to review progress and to set the intended outcomes for the next plan.

These plans are not legal documents, and schools can decide on their own approach to record keeping. The support given to a child with SEN should be recorded accurately and kept up to date. Most schools will use a combination of provision maps and IEPs/ Support Plans. The information recorded (and specific to the child) should be readily shared with parents/carers in a clear and accessible format. Targets set in the individual plan should be 'SMART'

Provision maps

Provision maps are a clear way for schools to show all the provision they make that is additional to or different from that which is offered through the school's curriculum. SENCOs can highlight sections of a provision map so that parents/carers can see the support that has been provided for their child. Schools will also keep notes of discussions with parents and carers including agreed outcomes and also tracking data/information about progress. **See section 2.7 for more information on Provision Mapping.**

See Appendix B - Child Friendly IEP
See Template 7.1– SEN Support Plan



1.4 Roles and Responsibilities for SEND in Schools and Settings

Roles and responsibilities of the Headteacher

Headteachers plays a pivotal role in driving the inclusive culture within the school.

They must take overall responsibility for implementing the SEND provision and ensure that:

- the SENCO has adequate time and resources (including administrative support and time away from teaching) to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school
- the SENCO is able to influence strategic decisions about SEND
- the wider school community understands their role and responsibilities in SEND provision, for whole school improvement (from Governors to classroom teachers and teaching assistants)
See Template 7.4 - Middle Leaders Phase or Subject mini-SEND Review based the WSS SEND Review Framework
- arrangements are in place for parents and carers to be regularly engaged in discussions about the progress of their child (at least three times a year)
- a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHC plan, a SEN support plan and any newly identified pupils with SEND

Whole School SEND

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=X1GWNlmdsSQ>

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

See Appendix C - SEND Code of Practice – ‘Schools Must’ Checklist

The Role of the SENCO in Educational Settings and the Statutory Requirements

The SENCO:

- has an important role to work with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school’s Leadership Team.
- must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider. It is possible to achieve the Award through accessing the SENCO course through the University of Cumbria
- should be guided by the legislation and guidance set out in the SEND Code of Practice 2015 Chapter 6.
- has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual children and young people with SEND, including those who have EHC plans.
- provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

- should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children and young people with SEND receive appropriate support and high-quality teaching.

SENCO induction pack

<https://www.sendgateway.org.uk/resources/senco-induction-pack-revised-edition>

The Key Responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Advising on the graduated approach to providing SEN support
- Liaising with teachers to consider all available information to remove barriers to learning and make effective special educational provision for children with SEND
- Liaising with the relevant Designated Teacher where looked after children and young people have SEND
- Advising on the deployment of the school's delegated budget and other resources
- Liaising with parents of children and young people with SEND
- Liaising with early years providers; other schools; educational psychologists; health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with previous and potential next providers of education to ensure children and young people and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps up to date records of all children and young people with SEND

See Appendix D – What Makes a Good SENCO

Time, Resources and Efficient use of Resources in a Local Area

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Where schools meet the other requirements of the Code of Practice as set out in this Chapter, it may be appropriate for them to share a SENCO employed to work across each of their schools. Some smaller primary schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered children and young people population across all of the schools involved.

Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a Headteacher at one of the schools.

Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEND provision, or the progress of children and young people with SEND.

Responsibilities of Teachers

Classroom and subject teachers are at the heart of the SEND support system. They work to ensure a graduated approach (Assess, Plan, Do, Review cycle of support) with guidance from the SENCO, senior leadership and specialists. **See Section 1.3 – A Graduated Approach – SEN Support**

Teachers should:

- Focus on outcomes and provision for the child - be clear about the outcome wanted from any SEND support
- Be responsible for meeting special educational needs - use the SENCO strategically to support the quality of teaching and evaluate the quality of support
- Have high aspirations for every pupil - set clear progress targets for pupils and be clear about how the resources are going to help achieve this
- Involve parents and pupils in planning and reviewing progress - seek their views and provide regular updates on progress towards outcomes
- Remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher; the teacher should still retain responsibility for the pupil. They should work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 0-25 years)



Responsibilities of Support Staff

Support staff (HLTAs/ LSAs/TAs) are an important part of the whole school approach to SEND. They work in partnership with the classroom/subject teacher and the SENCO to deliver pupil outcomes and narrow gaps in performance.

It is for individual schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective, the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN Support. This should be agreed with parents in the context of high-quality teaching overall.

Support staff can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child, and as such the teacher remains responsible for the progress of every pupil.

Support staff should:

- Have the skills and understanding to be able to work with pupils with a wide range of special educational needs and/or disabilities
- Be given sufficient time to liaise with classroom/subject teachers to plan effectively together
- Be given the opportunity to contribute to review meetings about the pupils in their care

Driver Youth Trust for Literacy
<https://www.driveryouthtrust.com/>



1.5

Roles and Responsibilities of the SEND Governors

The SEND Governor is the Governing Body's champion for Learners with SEND and those with inclusion needs. They will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs. They will ensure that the culture and ethos within the school embraces inclusion and the achievements of pupils with SEND are celebrated.

The Governor with specific responsibility for SEND has a key role in supporting the SENCO and the senior leadership team in promoting inclusive practice within school.

The SEND governor must have an understanding of the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply, and the duties related to SEND.

The SEND governor is not personally responsible for the school's provision for pupils with SEND. Rather, the governing board is corporately responsible, under section 66 of the Children and Families Act 2014.

The SEND governor along with the school must ensure:

- ensure that there is a qualified teacher designated as SENCO (They have been a SENCO for at least 12 months or have completed the post graduate qualification known as 'The National Award for Special Educational Needs' NASC)
- that they have due regard to the statutory guidance within the current SEND Code of Practice when carrying out their duties towards all pupils with SEND
- that SEND difficulties are addressed early. The SEND Code of Practice is clear that the involvement of external specialists can play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs
- that if little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement
- that, where necessary, increasingly specialist expertise should be sought to address a child's difficulties
- they publish on their website, the school's SEND Information Report, which details their arrangements
- inclusive teaching and support practice is embedded throughout the school, that all teachers understand that they are 'teachers of SEND'
- they invest in whole school and targeted training for staff.
- provide information on school arrangements for SEND to parents and governors.
- consider pre-emptive arrangements (appropriate in advance) for pupils present and future with a disability and make on-going improvements documented in their accessibility and equality plans
- specialist provision for children with SEND that the school use their best endeavours to support young people with SEND and meet their needs in school
- that where the head teacher or a nominated governor has been informed by the local authority that a pupil has SEND, those needs are made known to all that are likely to teach or support that pupil
- that teachers are aware of the importance of identifying and providing for pupils who have SEND
- that pupils with SEND are included in all activities of the school (outside the classroom, including school trips) wherever possible and it is practical to do so

- that the school endeavour to make the learning environment accessible for pupils with SEND
- that they report to parents on the implementation of the school's policy for pupils with SEND
- publish information on the school's website about the implementation of the governing body's policy for pupils with SEND
- that arrangements are in place to support pupils at school with medical conditions
- have strategic involvement in the arrangements for the admission of pupils with SEND
- ensure that pupils with SEND are not being treated less favourably than others in line with the Equality Act 2010 and that reasonable adjustments are made to assist access of pupils with SEND, in accordance with their accessibility plans
- have an awareness of the data in relation to the success, or otherwise, of special needs provision
- help raise awareness of SEND issues at governing board meetings and give up-to-date information on SEND provision within the school
- help to review the school's policy on provision for pupils with SEND

SEND Governance Review guide

<https://sendgov.co.uk/>

National Governance Association

<https://www.nga.org.uk/Home.aspx>



1.6

Maintenance of SEN Records

Use of the Census Codes and Maintenance of SEN Records

Schools should follow GDPR guidelines and work with the school's data controller. The information below sets out some general guidance for good practice.

Schools need to take relevant steps to meet the individual needs of all pupils with special educational needs. The SENCO should have responsibility for ensuring that these records (paper copy and electronic) are maintained, kept secure, updated and available as needed.

The SEND Code of Practice 0-25 years states:

“The provision made for pupils with SEN should be recorded accurately and kept up to date...”

Schools must provide full pupil records to a receiving school or educational setting even if the new setting does not request the information. Such records should include all information held by the SENCO/school including the pupil profile, all support plans and reports from professionals.

Schools should ensure:

- SEND files (paper records) are always kept securely (including details of exam concessions and access arrangements)
- Only authorised IT systems and secure email accounts are used
- Electronic SEND files are password protected
- Line manager approval is sought before taking paper records off site. This should only happen when it is essential to do so, and there is no alternative method for accessing or recording the information required (e.g. scanning or accessing online via encrypted portable IT equipment)
- Where paper records must be taken off site, only the minimum amount of personal or other confidential data necessary for the job in hand should be removed. Where possible, data should be anonymised
- Memory pens containing confidential data are encrypted. As with paper records, these should be taken off-site only in essential circumstances with the minimum information on the pen
- They check email addresses, content and attachments before sending any documents to secure email addresses
- When passing over paper copies of pupil files they should complete an acknowledgement form that is signed and dated by both parties
- In addition, settings should be aware of:
 - Consent to share (from parent/carer or young person of 16 years of age)
 - Joint parental responsibility (and therefore sharing information with everyone that is legally entitled)
- A protected address for Looked After children and young people who also have a special educational need should not be shared on any document



SEN Census

The Census gathers data on SEN status and primary need in January of each year. The numbers of SEN are collected in further censuses in May and October. Most schools in Cumbria do this through the SIMS system. The January census data informs information systems and reports such as Analyse School Performance (ASP) and Fischer Family Trust. SENCOs should work alongside administrative support in their school to ensure all census information is correct.

See Template 7.2 – SEND School Context Summary (including Census Guide)

SEN Register

This can be kept in any format and should contain information regarding a child or young person's SEN status and their **primary need**. However, for a school's own records, secondary and/or additional needs will demonstrate a good understanding of all the children and young people's needs and will be valuable for planning and evaluating provision. Many schools adapt the SIMS SEN register for this purpose.

N.B. children and young people who have difficulties across any of the four areas of need should be noted on the SEN register - not only those with cognition and learning needs.

This is particularly important for pupils who may display challenging or withdrawn behaviour (such as anxiety), as these behaviours may be linked to unmet needs.

SENCOs should meet regularly with pastoral staff in school to ensure these are not missed and relevant assessments are carried out.

Parents and carers must be formally notified when their child is getting SEN provision and added on to the SEN register and if they have been removed from the SEN register.

SEN Status (SIMS codes)

- E - Education, Health & Care (EHC Plan)
- K - SEN Support: All children who are receiving 'additional to or different from' support but do not have a statement or EHC Plan
- N - No SEN*

The SENCO should be the only person in school who has the authority to change a SEN status and area of SEN throughout the year. This will be done at the point of review, rather than awaiting a census date. In this way, records will always remain accurate.

***N.B.** N - No SEN status should only be used for the first census after a child or young person is taken off the register. In many cases, the SENCO works with a specific school administrator to update the register, but its accuracy remains the responsibility of the SENCO. Before any census data is returned, SENCOs should check the information has been inputted correctly.

Pupil SEN need type

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disorder
NSA	SEN support but no specialist assessment of type of need

NSA 'Please note: Schools are expected to identify a type of need for all children at SEN Support – **there is no requirement for a pupil to have a specialist assessment to be recorded in the main SEN types.** The No Specialist Assessment code ('NSA') should only be used in those very rare instances where a pupil is placed on SEN support (Code 'K'), but the **school is still assessing what the primary need is.** This might occur, for example, where a child on SEN support has transferred into the school shortly before school census day. Where code 'NSA' is to be used, the pupil **MUST** have SEN Provision of code 'K'. Code 'NSA' must not be used without the pupil having an appropriate SEN provision in place.'

Other Registers

In addition to a SEN Register, we would strongly advise that schools and other educational providers have internal registers to record needs such as those listed below, which usually include:

- Disability and/or Medical needs
- English as an Additional Language pupils
- Cause for concern or monitoring (these can be used for a wide range of tracking for example: literacy or behaviour interventions)

SEN Information Report

The governing bodies of maintained schools, maintained nursery schools and the proprietors of Academy schools **must** publish a report containing SEN information (SEN Information Report 6.79 Code of Practice 2015) on their website. The report must contain information about the school's policy and its implementation for children and young people with special educational needs. This report should be updated annually or updated with any changes that occur during the year as soon as possible.

See Template 7.3 - SEN Information Report Guide

It **must** include information about:



- The kinds of SEN that are provided for
- How the school identifies children and young people with SEN and how they assess their needs, including the name and contact details of the SENCO
- The school's arrangements for consulting with parents / carers of children with SEN, the children and young people and involving the parents / carers in their child's education
- The school's arrangements for assessing and reviewing children and young people's progress towards outcomes
- The school's arrangements for supporting children and young people as they move between phases of education and in their preparation for adulthood
- The school's approach to teaching children and young people with SEN
- How the school adapts the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise is secured
- How the school handles complaints from parents / carers of children or young people with SEN about the provision made at the school
- How the school evaluates the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are included so that they are able to engage in all school activities
- The support for improving emotional and social development
- How the school involves other bodies and agencies, in meeting children and young people's SEN and supporting their families
- The school's arrangements for supporting children and young people who are looked after by the Local Authority and have SEN
- OFSTED will always analyse the SEN Information Report prior to an inspection. This may inform lines of enquiry in the inspection

SEN Information Report - guidance

<p>Using straight forward Language</p> <p>As children get older, they should be increasingly involved in understanding what a setting can offer them in order to meet their identified needs.</p> <p>The language of a setting's SEN Information report should be straight forward, jargon free and easily accessible. This will help parents and young people understand the information available to them.</p>	<p>Open and Transparent</p> <p>The report should include clear, realistic pathways for parents and young people to follow that are easy to follow. How decisions are made should be clear, with information included about who is available should support be needed, what support is available should any disagreements arise.</p>
<p>Accurate and up to date</p> <p>Schools must update the information in a SEN Information Report annually. This will ensure that young people and parents are able to understand what they can reasonably expect to get from the support offered by a setting, at the current time.</p> <p>In some cases, it will be necessary to update information more frequently, especially if there has been a fundamental change in the provision offered or arrangements in place.</p>	<p>Empowering</p> <p>By clearly stating what support is available in a setting, the SEN Information Report will allow young people and parents to make informed decisions about their future, a central theme of the Code of Practice. Clarity of information will allow settings to be held to account by parents and young people and will also help manage expectations about what is available in that setting and avoid future misunderstandings.</p>
<p>Holistic</p> <p>A SEN Information report should include information that could support a pupil in a range of ways. This will mean that the SEN information report must include information such as how the school engages in wider support services such as health services and social care.</p> <p>The SEN Information report must also identify how the school will support a pupil with SEN and their emotional and social development; this should include the use of pastoral arrangements to help with issues such as bullying.</p>	<p>Reflective</p> <p>Most guidance produced to support settings in the creation effective SEN Information reports, suggest a forward-looking document. Most guidance suggests a range of key points and questions an information report should include in order to identify what a school <i>will</i> do to support pupils with SEN. Most schools have published SEN information reports based on this concept of a singularly forward-looking document.</p> <p><i>But what about reflective practice???</i></p> <p>Through reflecting on what the setting <i>has</i> done, a setting is able to demonstrate to young people and parents the results of evaluating practice. Using this knowledge, through the act of reflection, can create increased confidence in the content of the SEN Information report and can encourage proactive thinking with regards to the provision offered in a setting.</p>

See Appendix E - SEN Information Report Sample for how this information might be communicated.





1.7

How Ofsted Inspects SEN

2019 Ofsted Education Inspection Framework (EIF) and SEND

The 2019 EIF saw several changes in the Ofsted inspection framework. The points below outline key aspects in relation to SEND provision, including suggested questions that might be useful to consider.

Quality of Education

Achievement and progress of *all* pupils across a *broad and balanced curriculum and co-curriculum* offer is fundamental. Inspectors will want to see carefully planned and sequential learning that provides pupils with opportunities to transfer and apply knowledge (including vocabulary) across a range of subjects. Ofsted defines progress as *'knowing more and remembering more.'*

Reading will be a 'deep dive'* in every primary school. The extent to which leaders promote reading for pleasure and develop a literate culture is equally as important as equipping pupils with phonics and comprehension skills.

*'deep dive' – an in-depth examination or analysis.

To get a GOOD judgement in Quality of Education:

'The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.'

'Pupils with SEND achieve the best possible outcomes.'
(*Outstanding: 'Pupils with SEND achieve exceptionally well.'*)

- Are leaders ambitious for pupils with SEND?
- How well are leaders identifying, assessing and meeting the needs of pupils with SEND?
- How well are leaders developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future?
- How successfully are leaders involving parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND?
- How well are leaders including pupils with SEND in all aspects of school life?
- How does the classroom teacher support and challenge pupils with SEND?
- How do adults encourage and develop their independence?
- How is the curriculum adapted to meet their specific needs?
- How are reasonable adjustments utilised to enable participation in the wider curriculum?
- Do staff foster a love of reading? How are reluctant readers, or those who find reading difficult, encouraged to read for pleasure?
- Phonics programme – does the content and sequence support progress?
- Do the reading books match the sounds pupils know?
- Are children taught phonics from the start of Reception? Or Nursery if the school has one.
- Are staff experts in early reading? How well are staff trained in phonics?
- What are schools doing to develop reading and ensure the bottom 20% of pupils catch up quickly? What interventions are being used? What is the rational and evidence base for these interventions?
- How well are pupils with SEND prepared for the next stage of education and their adult lives, including destinations of KS4 and KS5 pupils?

Behaviour and Attitudes

This judgement focuses on the factors that Ofsted's research and inspection evidence contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- A calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- A strong focus on attendance and punctuality. Some pupils with SEND might have lower attendance. Anonymised case studies will be useful to help leaders explain specific contexts
- Effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. *Fairly* should be read as considering reasonable adjustments for pupils with SEND
- Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education. How are adults enabling pupils with SEND to increase their independence and resilience as learners?
- A positive and respectful school culture in which staff know and care about pupils, including how best to support individual needs.

Personal Development

In the EIF, Personal Development is now a separate judgement area, having been previously combined with the above. Inspectors will consider:

- How well do the most disadvantaged pupils consistently benefit from extra-curricular opportunities? How many pupils with SEND participate in extra-curricular activities? How does the school enable and encourage them to do so?
- How well the school supports pupils to be confident, resilient and independent, and to develop strength of character. Reflects key principle in the 2015 SEND Code of Practice of the importance of developing independence and preparation for adult life
- The quality of pastoral support. Do pupils know how to eat healthily, and keep physically and mentally healthy? Do they have an age-appropriate understanding of healthy relationships? Pupils with SEND may need additional support to develop this understanding
- How effective is the promotion of equality of opportunity and diversity? As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. This links to the school's equality objectives and policy
- How well pupils engage with views, beliefs and opinions that are different from their own in considered ways? How well do they show respect for the different protected characteristics? Is it clear that no form of discrimination is tolerated?

Leadership and Management

Alternative Provision (AP)

Inspectors must evaluate how well a school continues to take responsibility for its pupils who attend alternative or off-site provision. Leaders must ensure alternative provision is suitable, safe and will meet pupils' academic/vocational/technical/pastoral needs and, if appropriate, SEND needs. Where possible, inspectors will speak to a selection of pupils who attend off-site provision.

Inspectors will consider:

- The reasons why leaders considered off-site provision to be the best option for the pupils concerned
- Whether leaders have made the appropriate checks (including safeguarding checks) of the provision
- The extent to which leaders ensure that their pupils will benefit from a well-taught, broad and balanced curriculum
- Pupils' progress and attainment, attendance and behaviour and how well the provision promotes personal development

Governance

- How are governors effectively holding leaders to account for the performance of pupils with SEND?
- Do governors' vision and strategic planning demonstrate aspirations for all pupils?
- Is the SEND policy and SEN information report reviewed at least annually and published on the school website?

Template 7.5 – Providing High Quality Provision - SEND Review
Template 7.6 - Preparing for Ofsted – 10 Questions to Answer





SECTION 2 - Improving Outcomes for Children and Young People with SEND



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2.1

Quality First Teaching

Quality First Teaching (QFT)

Quality First Teaching is a high quality, inclusive teaching style for **all** children and young people which is aimed at ensuring all learners can receive instruction from the teacher and not from a teaching assistant outside of the classroom.

It has long been considered that what works well for pupils with SEN will also be beneficial for those without (albeit to a lesser extent). Quality First Teaching is thought to be the best way to reduce, from the start, the number of children who need extra help with learning and behaviour.

To effectively include all children / young people in the teaching and learning process a high-quality personalised teaching should be based upon:

- clear objectives that are shared with the children / young people
- careful explanation of new vocabulary
- lively interactive teaching styles
- an expectation that children and young people will be enabled to accept responsibility for their learning and work independently



Quality First Teaching is recognised in the context of interventions, particularly for those with SEN – to ensure that teachers are inclusive in their choice of pedagogy to enable all children and young people, regardless of circumstances, to achieve to the best of their ability. It includes, amongst other things, differentiated learning, and carefully considered strategies to support the learning of pupils with SEN and effective and robust on-going formative assessment.

Although it has changed over time since it was first referenced in the Department for Children, Schools and Families publication “Personalised learning – a practical guide” (2008) some core principles remain:

- Good planning
- Personalising learning to pupils so that when pupils do not understand a new idea the first time, it is retaught in a different way whereby teachers adapt instruction and find a teaching method that is more accessible.
- Encouraging greater access and inclusion of pupils with SEN
- Working with a focus on parity of attainment.

Quality First Teaching is indicated in the 2015 government document Special educational needs and disability Code of Practice: 0 to 25 years. The Code of Practice (2015) focuses on what schools can do to support those with additional needs. Chapter 6.37, pg. 99:

‘High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.’

It is important to note that whilst Quality First Teaching encourages direct instruction from class teachers for SEN pupils, the ways in which this will be carried out should first be discussed with the SENCO and other relevant people and adhere to the SEND Code of Practice.

Quality First Teaching places a strong focus on pupil participation in learning and includes:

- Pedagogical (teacher) content knowledge
- Small Step Planning
- Planning for Error
- Making the implicit explicit
- Providing appropriate levels of challenge
- Metacognitive skill development
- Effective use of teacher modelling
- Use of Assessment for Learning Strategies
- Effective use of '**manipulatives and representations**' – particularly for concept development in Maths
- Examples and Non-Examples
- Ensuring 100% Participation
- Purposeful Practice- focused attention with the specific purpose of improving performance

Quality First Teaching involves teachers providing the following:

- A well organised classroom with labels and picture symbols
- Clear lesson structure with objectives presented orally and visually
- Clear explanations of realistic targets and how to reach them
- Instructions given in small chunks with visual clues
- Talking through processes and reflecting and evaluating at the end of a process
- Checking understanding by asking children or young people to explain what they have to do
- Demonstrating understanding in a variety of ways
- Activities of varying length appropriate to task and need of class/individual learner
- A range of groupings including some pairing activities
- Activities and listening arranged to allow for more 'kinaesthetic' activities
- Specifically targeted and motivating praise
- Memory supported by explicit demonstrations and modelling with good examples used as necessary. Making connections with the real world
- Classroom support that is planned for and used to maximise learning
- Clear and consistent expectations for children / young people
- Relevant and interesting extension activities when work is completed quickly
- A focus on big ideas, demonstrating a love of learning. This can include working beyond the syllabus

Education Endowment Foundation (EEF)
<https://educationendowmentfoundation.org.uk/>

See Appendix F - EEF Summary of Recommendations and High-Quality Teaching for Pupils with SEND.

The table below lists recognised approaches to engage and motivate **all** pupils and reduce the need for support with their learning and/or behaviour.

Lesson should include:		Teachers should provide opportunities for:	
<i>Freedom and Flexibility</i>		<i>Reflecting on and talking through a process</i>	
<i>Consistency of Expectations</i>		<i>Reflecting and evaluating at the end of a process</i>	
<i>Explaining and illustrating</i>		<i>Exploring and investigating</i>	
<i>Guided learning</i>		<i>Choosing tasks</i>	
<i>An element of humour</i>		<i>Working with different people within well thought out group work</i>	
<i>Directing and telling</i>		<i>Developing independence</i>	
<i>The chance to have fun</i>		<i>Working at individual pace</i>	
<i>Explanations of clear targets and to reach them</i>		<i>Interesting and relevant extension activities when work is completed quickly</i>	
<i>Summarising and reminding</i>		<i>Making useful mistakes, and learning from them in a supportive environment</i>	
<i>Practical work</i>		<i>Taking risks when working</i>	
<i>Study skills taught through subjects</i>		<i>Extended interaction and dialogue</i>	
<i>Treating children as intellectual equals</i>		<i>Challenging beliefs and perceptions</i>	
<i>Variety</i>		<i>Alternative forms of recording</i>	
<i>Chances to have the whole class involved</i>		<i>Working beyond the syllabus</i>	
<i>Quizzes and competitions</i>		<i>Questioning and being curious</i>	
<i>Thinking activities</i>		<i>Investigation and problem solving</i>	
<i>Drama and role play</i>		<i>Making connections with the real world</i>	
<i>Activities of varying length appropriate to task and need of class/individual learner</i>		<i>Demonstration (teacher and other pupils)</i>	
<i>Time limited tasks</i>		<i>Consolidating and embedding learning</i>	
<i>A focus on big ideas</i>		<i>Demonstrating their own love of learning</i>	





2.2

Voice of the Child or Young Person

Voice of the Child/Young Person

The SEND Code of Practice (2015) and the Children and Families Act (2014) place children at the very heart of provision and support the ongoing importance of considering the views of children and young people and providing them with opportunities for participation, contribution and influence in the development of their educational provision in school.

It states that local authorities have a duty to ensure children and young people are involved in discussions and decisions about their individual support and local provision. Their feelings and preferences should be taken into account and responded to, when considering their educational provision and planning for future outcomes.

The views of pupils should be sought and thoroughly explored both formally and informally to enable them to be heard and make a real impact on the provision available to them. The benefits of this include increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions to develop an effective community for learning.

Wherever possible, children should be given the opportunity and encouragement to actively contribute to the request for statutory assessment of special educational needs and the annual review of their EHC plan.



There are a variety of ways the child's views can be sought and the format will depend on the age/or stage of development of the child.

Policy approaches to student voice, particularly at national government level, have been influenced by the provisions of Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). The UK Government is a signatory to Article 12 of the UNCRC. This states that national governments shall:

'assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.'

The provisions of Article 12 have significant implications not only for the work of schools and education, but also for other children's services, including family law, social care, health care, and youth and criminal justice. The rationale for this greater focus on student voice and pupil participation is that involving pupils, both individually and collectively, in their own learning and in the life of their school communities ensures that children's and young people's internationally recognised rights are respected and supports other important aspects of their physical, emotional, social and educational development. The fundamental principle of involving children and young people in decisions that affect their own lives, as described within Article 12, is common and evidence confirms that education and children's services policy makers and practitioners widely support the principle of student voice.



Dear Professional...

We like it when you



<p>Change the name of the EHCP</p>	<p>Please read the EHCP</p>	<p>Meet with me first</p>
<p>Meet with me regularly</p>	<p>Make the meetings at times I can go</p>	<p>Take my choices seriously</p>
<p>Think about how my hormones may affect me</p>	<p>What Emotional support do I need: Listen to me</p>	<p>Sensory: What support do I need</p>
<p>More support from health</p>	<p>Reinforce Resilience: Support me to stay in meetings</p>	<p>Understand my medication (what are the effects as it wears off)</p>
<p>Be prepared for the meetings</p>	<p>Allow us time to catch up what we miss due to appointments and time off</p>	<p>Think about our futures</p>

Thank you from the Cumbria All of Us forum on behalf of young people with Special Educational Needs and Education Health and Care Plans

In order that the actions undertaken via SEN support are successful, the views of children and young people ('the voice of the child') need to inform the discussion and decision making at each stage. These views can be ascertained through careful observation of their behaviour, the choices they make, their disposition and engagement with learning. The effective use of an increasing range of resources is recommended.

The child's contribution should aim to cover the following areas:

- How the child thinks they are getting on at school
- Likes
- Dislikes
- Strengths
- Interests
- Comments on relationships in school with both adults and peers
- What they find helpful in school and what they might find more helpful
- What they enjoy at the weekend and after school
- Future goals –what the child would like to achieve
- Other comments
- How the child's views were recorded and who has supported them to record these.



It is well recognised that children and young people express their wishes, views and feelings in a range of ways. Practitioners should establish the child's preferred means of communication and, regardless of whether the child makes use of spoken language or alternative forms of communication, interactions should be supported, and dialogue enhanced with the effective use of visual prompts, objects and pictures to encourage children to show what they like doing and what they find difficult. **See Appendix G - Pupil**

Profile Sample

Most children will need some assistance in recording their views and it is necessary to decide who is best able to offer this help. A number of people could be well placed, e.g. the class teacher, family, siblings, the special needs assistant/learning support assistant, social worker, a close friend etc. Some children might need to make their contributions orally and have it recorded for them. Others may want to record their views using photographs or images.

The child's view should not be sought without the parents' permission and they should be given the copy of the record of these views.

In order to be effective pupil voice needs to be established from day one and to be integrated into all ways of working regardless of the CYPs language and communication levels.

Common principles and practice for children and young people with SEND and including their voice:

- ensure pupils are involved in the development of their annual reviews. This should include preparing them for their AR e.g., who will be there, what their role is, the reason for the meeting, chance to ask questions before the review and prepare questions
- build in choice as a life skill; use visual clues, objects of reference, photographs and symbols for developing the ability to make choices

- use a trusted adult/keyworker who is able to understand the pupil's body language, eye gaze and method of communication
- provide support around key transition points from year-to-year and from one school to the next; visit new settings regularly and use photographs, pictures and social stories to ensure the pupil fully understands the reason for the change
- get to know the children, how they convey their needs and desires, what they like and don't like, through facial expressions, body language, sounds, posture and alertness
- create the opportunity for pupils to be able to escape; teach children to recognise their signs of anxiety and take ownership of their behaviour
- use peer support to discuss views
- use role play to explore options and choices
- use two different coloured post-it notes for obtaining information about what the children "like" and "don't like" (thumbs up/thumbs down); show pictures/photographs as memory aids of different activities to determine what they like and don't like
- provide pictures and statements and allow children to rank them in order from most important to least important
- ensure children are aware there are no right or wrong answers when seeking their views
- match picture activity cards with a range of pictures of emotions to determine what they enjoy and do not enjoy



Examples of tools and approaches to arrive at the end product where the child's voice is recorded:

- 3 Houses Tool
- Pen pictures/ Mind Maps
- Child with friends producing a picture of strengths
- Talking Mats
- Video Diary
- Pupil generated Power point
- Photographs
- Picture Exchange Communication System (PECS)
- Person Centred Planning
- Mosaic Approach
- Circle of Support, p23 Person Centred Planning Autism Education Trust



2.3

Developing a Pupil Profile

Pupil Profiles

A one-page profile is a summary of what is important to a child or young person and provides the relevant information required on how best to support them.

A one-page profile is useful because:

- It is the starting point of building and developing a person-centred plan that reflects what is important to the child or young person.
- It enables the child or young person's voice to be heard and what is important to them to be acknowledged and given regard, making outcomes and targets more meaningful and relevant to them.
- It is a way that allows parents and carers to share their knowledge and expertise on their child and how best to support them.
- It captures important information required by staff when personalising planning and setting targets in support of the child or young person's needs.
- It is a way of sharing information, between known staff and less familiar staff and between schools, in support of change and transition times. It encourages positive relationships to be built with the child or young person by knowing what works best prior to meeting them.
- It can support the EHC assessment and EHC plans by:
 - involving the child or young person in the statutory process.
 - informing the 'All about Me' section of the EHC assessment and EHC plan, providing clear information on what is important to the child or young person, their aspirations and what support works best for them.
 - enabling the child or young person to be involved in the Annual Review process and have their voice heard.



Developing a one-page profile

Developing a one-page profile encompasses key important elements of a person-centred approach.

- Through identifying their own positive attributes, skills and achievements, the child or young person will be better equipped to overcome barriers to a full life in the community.
- Learning to listen to what really matters to children and young people is a fundamental person-centred thinking skill and this profile uses that thinking skill when seeking a balance between 'what is important to' and 'what is important for' children and young people.

The aim of the one-page profile is to gather the information that is important to the child or young person in an easily accessible and personalised format. It should include:

❖ What people like and admire about the child or young person?

- This begins the focus of the profile in a positive way, presenting the child or young person as they wish to be seen.

❖ What is important to the child or young person?

- This is what and who really matters to the child or young person and should be presented in their own words or preferred form of communication.

❖ How best to support the child or young person?

- This is a collection of ways to support the child or young person that are known to work. There also needs to be a balance within this section with the things that are most important to the child or young person and recorded in a way that makes sense to the child or young person.

See Appendix G – Pupil Profile Sample
See Template 7.7 - Pupil Profile Template

N.B. Pupil profiles do not have to be in a written format. Pictures and clip art can be added. The profile can also be presented in whatever form of communication the child prefers. e.g., audio, video, picture format.

For more information on Pupil Profiles

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/>



2.4

Early Help Assessments

Early Help Assessments

SEN support is embedded within the Early Help process. The Early Help Assessment form will be essential for:

- SENCOs following the 'Graduated Response' outlined in the Special Educational Needs and Disabilities Code of Practice (DfE 2015)
- recording evidence of high quality teaching and SEN support in schools and settings using the information and advice set out in Bands 1 and 2 of the Cumbria SEND Handbook

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=mIP9J0iAfbY>

When an additional need is identified for a child or young person, whether social, emotional, developmental or educational, an Early Help Assessment form can be started to gather information. The emphasis is on assessing all aspects of a child or young person's strengths, needs and circumstances, developing a plan to meet identified needs and reviewing progress systematically.

If, following the assess-plan-do-review process, the setting requires support from the Learning Improvement Service or the Inclusion Service e.g. Early Years Area SENCO, Specialist Advisory Teacher or Educational Psychologist to meet the needs of the child or young person then the following should be undertaken:

- fully complete the EHA form
- decide on **one** service to request
- gain written parent/carer consent
- send the assessment form to the local SEND office with supporting evidence (*See SEND additional information form*)
- register the assessment with the Early Help Team at: early.help@cumbria.gov.uk
- *Please note that if you wish to refer to Health then you will need to access the relevant Health referral documentation -*

https://www.ncic.nhs.uk/application/files/3915/9352/8886/Referral_form_July_2020.pdf or https://search3.openobjects.com/mediamanager/cumbria/fsd/files/childrens_physical_health_and_development_team_request_for_assessment_referral.pdf

If a review of interventions indicates a need for statutory assessment then a request for an Education Health and Care Assessment should be made using the specific box on the form. This requires additional parental permission and supporting evidence. Guidance regarding supporting evidence can be found in the Cumbria SEND Handbook.

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=mIP9J0iAfbY>

Completion of an Early Help Assessment is part of a continuing process to assess and meet the needs of children and young people. It is **not** a one-off application form for additional support. **It is a record of a continuing process.** In some cases where the



need is a **Special Educational Need and or Disability (SEND)**, the assessment and review may lead to a request for assessment for an Education, Health and Care Plan but equally may meet the needs of children and young people on its own (taken from the review page of the Early Help form). It is acknowledged that cases at **Social Care** Early Help are often closed after an initial assessment and short episode of intervention.

Children open at **SEND** Early Help often need extended assessments and monitoring of intervention before they are re-assessed to see if support has helped. This is a cyclical process of assess-plan-do-review process which forms part of the criteria schools and settings need to follow before requesting an EHC plan (**a Graduated Response**). It may be that the child needs assessment and intervention by more than one specialist, for example Specialist Advisory Teacher/Educational Psychologist which can also take time. It may, therefore, be that an external specialist deems it necessary to keep the Early Help open whilst these extended assessments and monitoring of interventions take place.

This contrasts with the Social Care cases that might be closed earlier. It is also important to note that the external specialists do not register the Early Help forms – this is usually done by the school or setting. However, those professionals are able to negotiate with the setting when it is best to close the Early Help – it is important that all involved with the process are made clear about when to register and close cases.

For any further advice regarding the completion of the Early Help process – visit the Early Help page on the LSCB website <https://www.cumbriasafeguardingchildren.co.uk/earlyhelp.asp>



2.5

Outcomes in Education, Health and Care Plans

Outcomes

An outcome can be defined as the benefit or difference made to a child/young person with an Education, Health and Care Plan as a result of an intervention.

The Code of Practice (DfE 2015) considers the process of developing outcomes to require a solution-oriented approach. Outcomes sought for children and young people will underpin and inform the detail of the Plan.

A good outcome will address needs, build on something that is working well or change something that doesn't work well. It should move the child or young person towards their future aspirations.

Outcomes should be co-produced with the child /young person, staff and parents/carers. An outcome should be person-centred and be within the control and influence of the person and/or those involved and not service led.

They must be clearly specified and SMART.

Specific
Measurable
Appropriate
Realistic
Time-bound

They will usually set out what needs to be achieved by the end of a phase or stage of education. In order to enable the child or young person to progress successfully to the next phase or stage.

Example - An outcome for a young person of secondary school age might be, to make sufficient progress or achieve a qualification to enable them to attend a specific course at college. Other outcomes in the EHC plan may then describe what needs to be achieved by the end of each intervening year to enable the young person to achieve the college place. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

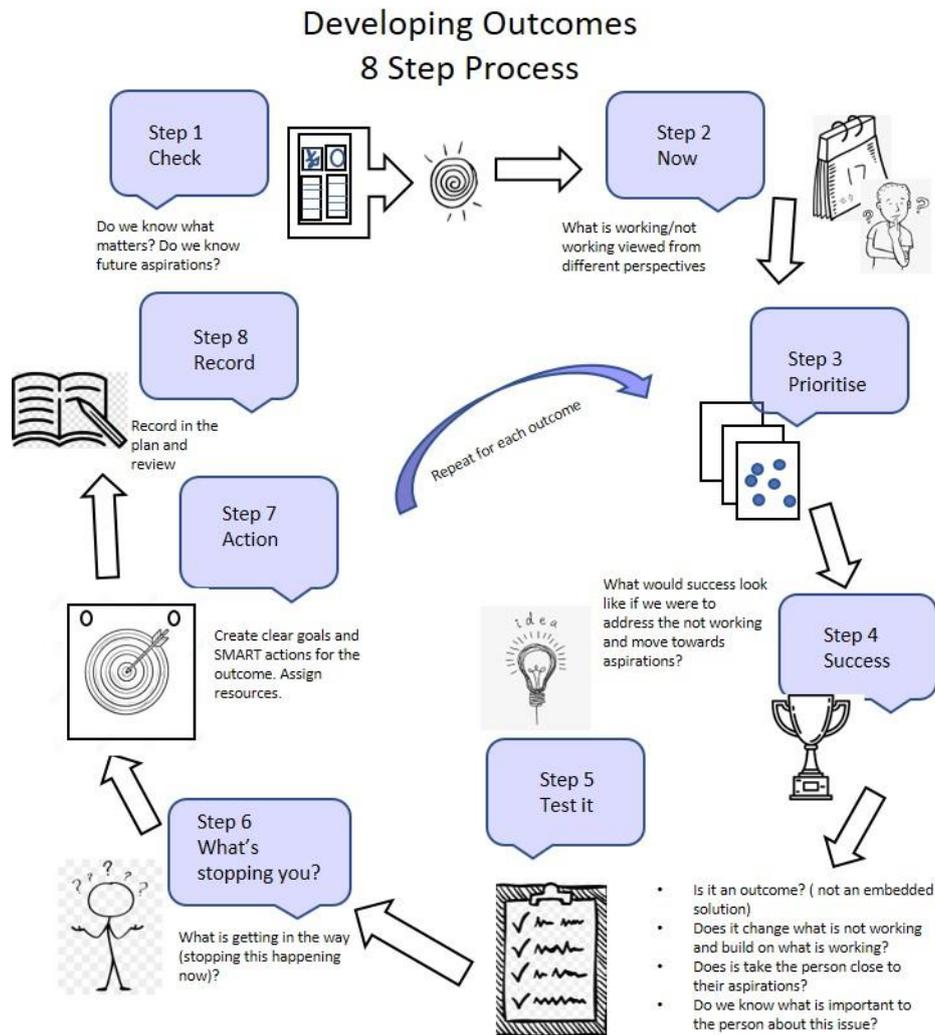
When starting to agree outcomes with a child/young person and their family, there should be a good understanding of their aspirations, in addition to a clear identification of the child/young person's special educational needs.

Aspirations should be clearly defined in Section A and set the direction for the rest of the plan – outcomes and provision need to support progress towards the aspirations in Section A.

A useful starting point is to ask:

- The child/young person what they want to be able to do
- Their family what they want to see the child or person doing
- Other professionals what skills they would like the child or young person to learn

Developing Outcomes



Further information can be found at www.helensandersonassociates.co.uk

From the above starting points outcomes can then be developed and agreed. This will lead to conversations which allow for the development of shorter term, smaller steps and be the basis on which SEN provision is planned and delivered.

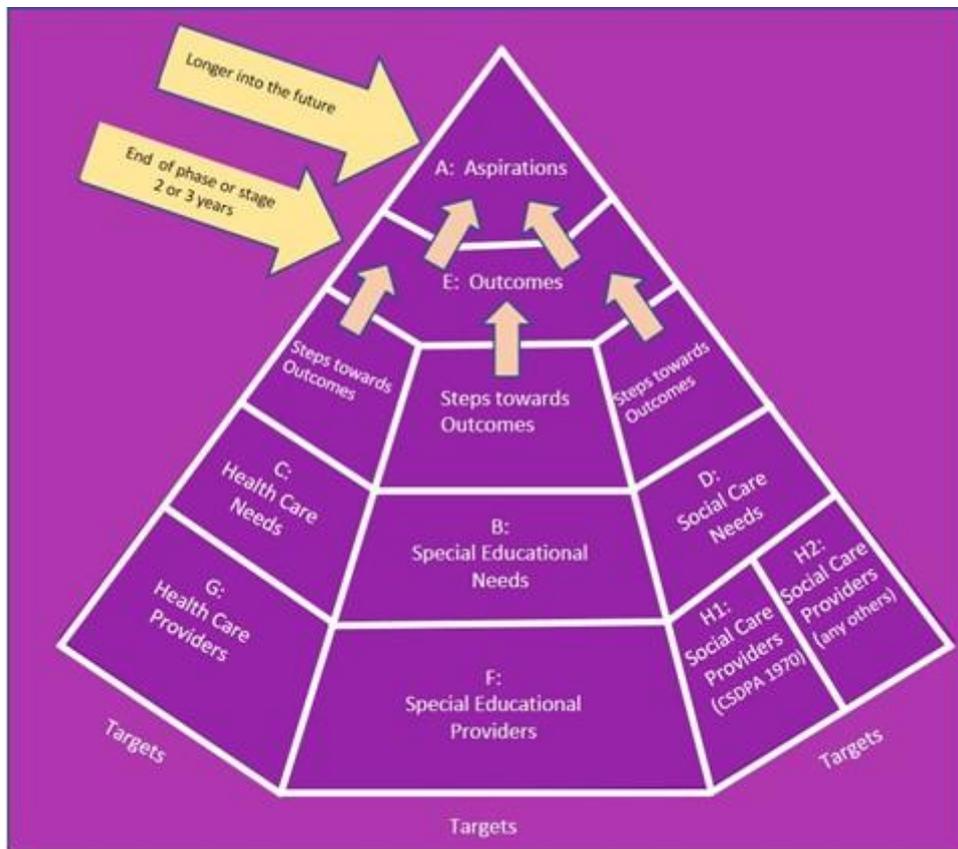
The Golden Thread



The Golden Thread is about consistency. It ties everything together along the course of the child's/young person's development.

When developing an EHC plan, the Golden Thread should weave through the whole process and outcomes are of key importance in developing this.

Outcomes Pyramid



High-Quality outcomes are...

- supporting the child or young person to move towards their future aspirations
- person-centred and specific to the child or young person
- based on setting high, realistic expectations
- written in clear, simple and positive language (SMART)
- built on something that is already working well, or changing something that isn't working well
- holistic – this may mean working proactively and collaboratively with other professionals
- something everyone can clearly visualise as what success looks like
- preparing the child or young person for adulthood at the earliest stage
- NOT based around provision (provision is what must be provided to meet a child or young person's needs and enables the outcomes to be achieved)
- NOT based on service availability or lack of availability

Examples of outcomes

By the end of his current course, **Ruben** (19 years old) will attend 3 work based interviews.

Suresh (8 years old) works independently for at least 50% of each lesson period, by the end of KS2.

By the end of year 9 **Freddie** (12 years old) will be able to make his own way to school every day.

By the end of KS1, **Susie** (6 years old) will be able to express her preference when offered a choice between two activities.

Maddison (3 years old) engages in a play activity with another child and an adult on a daily basis, by the time he is in reception.

For further information on outcomes see section 3.31 Joint planning [SEND Code of Practice \(DfE 2015\)](#)



2.6

Assessing Pupil Progress

SEN Assessment

Assessment is part of the planning, teaching and learning cycle. Learning should be evidenced in a range of settings and contexts, throughout the school year to assess learners' progress. Effective assessment identifies learners' individual strengths and needs and provides information about learner progress.

- The Rochford Review recommends the removal of the statutory requirement to assess pupils engaged in subject specific learning using P scales. These have been replaced with the Engagement Model. This is a new form of assessment for pupils working below the standard of the national curriculum tests and not engaged in subject-specific study. It will replace P scales 1 to 4 and will become statutory from the 2021/22 academic year
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf
- Pupils in Reception must be assessed against the Early Years Foundation Stage Profile to meet the Standards and Testing Agency (STA) requirements
- Where pupils in Year One are not making expected progress, the Early Years Developmental Journal can be used to support with meeting their needs
- At the end of Key Stage 1, to meet the Standards and Testing Agency (STA) requirements, schools must assess all pupils against the KS1 Teacher Assessment Frameworks or KS1 Pre-Key Stage standards. They must use the National Curriculum tests to help support their judgement
- At the end of Year 4, pupils will be assessed against the new Multiplication Tables Check (MTC), an online test which focuses on the fluent recall of multiplication facts and will take less than 5 minutes to complete the 25 questions
- At the end of Key Stage 2, to meet the Standards and Testing Agency (STA) requirements, schools must assess all pupils against the KS2 Teacher Assessment Frameworks for writing or KS2 Pre-Key Stage standards. They will also be assessed in the National Curriculum tests (SATs) for reading, mathematics and grammar, punctuation and spelling tests
- Schools can complete assessments using the tools that they find most effective to evidence individual progress e.g. whole school tracking systems or the Autism Education Trust (AET) progression guidance for pupils with communication and interaction difficulties
<https://www.autismeducationtrust.org.uk/> **N.B.** It is important to check the website regularly for the most recent updates as these change on an annual basis
- Assessment tools that are based on P Scales e.g., PIVATS or B Squared can still be used to show progress within individual school settings

Measuring Progress

Where schools are aspirational, with good planning, assessment and scaffolded activities, SEND pupils will achieve challenging targets and make accelerated progress.

Once a baseline is established, progress can be tracked, with the national expectation that schools should facilitate the learning of pupils in vulnerable groups so that they make faster progress and close the gap with national expectations for all pupils.

SENCOs will monitor the progress of individual pupils with SEND, and will also want to look at the progress of all SEND pupils see if this tells a story about progress within the SEND population.

Measuring progress with reading, writing and numeracy:

Most pupils identified with SEND have difficulties with literacy, with reading ages and spelling ages well below their chronological age. Tracking of gains should show solid progress if intervention is effective, even if the pupil has not yet transferred the new skills fully into independent learning in the classroom. P scales help to better capture such horizontal rather than linear progress.

Measuring qualitative progress:

Most SENCOs have developed in-house approaches to measuring the qualitative progress that pupils with SEND are making, e.g. by recording engagement, understanding and mastery of skills. Other interventions that provide evidence of increases in learning include cognitive development programs, working memory programs, speech and language interventions and occupational therapy programs particularly for those requiring sensory programs.

Social, Emotional and Mental Health needs:

For many pupils with SEND, progress in learning is inhibited by social, emotional and mental health needs (SEMH). There are many published checklists that provide a baseline profile of a child's SEMH needs, and which can then be used to show progress over time in developing sets of skills (e.g. Boxall profile and SDQ or SEALS).

For pupils who have not shown gains in sub-levels in a term in academic subjects like English and Math's, the evidence of improved SEMH is a positive feature. Another way of analysing progress in behaviour is to monitor the frequency of children's behaviours before and after interventions, or use of reasonable adjustments, with a view to the fact that effective interventions increase pupil participation, reduce pupil anxieties, and adverse behaviours.

Self-monitoring:

One of the most effective ways of encouraging and motivating pupils with SEND to persevere and achieve, is to involve them in monitoring their own progress. Most schools have a variety of schemes for pupils to self-assess and record progress.

Ofsted are also keen to talk to pupils about their learning, so it is good practice that pupils should be used to thinking and talking about what they know.

Anecdotal comment:

This technique has been well-developed in special schools for pupils with very complex learning difficulties, and can also be useful for mainstream SENCOs and teaching assistants (TAs).

In the anecdotal comment technique, teachers / support staff are asked to make a brief comment (no more than a few sentences) when they noticed a new piece of learning or skill that the pupil has achieved.

All they are required to write is the learning objective, the activity and the outcome for the pupil e.g. a learning or skill acquired, including where possible a precise level or sub level.

Case studies:

Another way of demonstrating smaller step progress of pupils with SEND is to have a regular case studies and intervention impact reports.

Used well, they are a good means of evidencing the quantitative and qualitative progress, and the value of interventions have in terms of engagement in learning and achieving.



2.7

Provision Mapping

Provision Mapping and the Code of Practice:

Chapter 6 of the **SEND Code of Practice** states that;

- The provision made for pupils with SEN should be **recorded accurately** and **kept up to date (Ch 6.72)**
- Schools should particularly record details of **additional** or **different provision** made under SEN support which should form part of **regular discussions with parents** about the child's progress, expected outcomes from the support and planned next steps.
- Schools should ensure that they have accurate information to **evidence** the SEN support that has been **provided over** the pupil's **time** in the school, as well as its **impact. (Ch 6.73)**
- A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information (see *SEND Code of Practice Ch 9 Education, Health and Care needs assessments and plans*)

This closely links to the **Cumbria SEND Handbook and Criteria** which states that,

- *The child/young person's learning difficulties have not responded to relevant and purposeful measures by the school and external specialists over a significant period of time*
- *The child/young person's learning difficulties may call for special education provision which cannot reasonably be provided within the resources normally available to mainstream settings*

Schools/Settings are also asked to provide.

'costed provision maps demonstrating how the school has utilised its resources to make provision. This must clearly show purposeful, evidence-based provision costing threshold from the notional SEN budget. Schools/Settings may also wish to show provision provided from other funding streams'

Recording Provision and the Code of Practice

Chapter 6 of the SEND Code of Practice states that.

Schools use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach (Ch 6.74)

Provision maps are therefore an 'efficient way of showing all the provision that the school makes which is **additional to and different from** that which is offered through the school's curriculum' because '**provision maps** can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for **monitoring** the levels of intervention. **(Ch 6.76)** Provision management can be used **strategically** to develop special educational provision to match the assessed needs of pupils **across the school**, and to **evaluate** the **impact** of that provision on pupil progress.

Using it in this way supports provision management and can also contribute to **school improvement** by identifying particular patterns of need and potential areas of development for teaching staff.

It can assist the school to **develop the use of interventions** that are **effective** and to remove those that are less so.

It can support schools to **improve their core offer for all pupils as the most effective approaches are adopted more widely across the school. (Ch 6.77)**

What is a Provision Map?

Provision mapping takes into account the **full scope of provision**, including **high quality, whole class teaching, guided** and **group work** and **individual** interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.

Why Undertake Provision Mapping?

Documentation from the national archives assert that gaps in attainment and patterns of underachievement still persist for some groups. Many schools have developed systematic approaches to mapping planned interventions for potentially vulnerable individuals and groups. To successfully tackle underachievement these schools believe there is a need to move **beyond *intervention mapping*** which identifies specific targeted support for individuals and groups of pupils **towards** the more holistic process of **provision mapping**.



Depending upon their context, the driving force for provision mapping will be different for different schools. These could include a change to current or future school cohorts, the need to address underperformance of different pupil groups, accessing expertise in different ways or a decision to take a fresh look at what is happening in school.

Schools that map provision well for progression recognise the process is empowering and **raises aspirations**. It is central to their whole school improvement, linked to accountability and value for money. Senior leaders ensure that all staff know and understand their local context, the uniqueness of their pupils and community and what they bring to the school. Pupils, parents / carers and staff are valued and there is a whole school expectation that all staff are striving **to improve outcomes for young people**.

What do Schools say are the Key Features of Provision Mapping?

Provision mapping is an ongoing, self-review process designed to identify and overcome barriers to learning where they exist, ensuring every teacher is an inclusive teacher responsible for each pupil's progress.

All schools may have examples of effective provision mapping practice in place and will be able to identify aspects that require further improvement. Schools are clear the process is dynamic - it not only looks back using historical data but also uses a range of pupil level information, together with current intelligence, to plan for future cohorts of pupils both within and across phases. Robust and consistent assessment and tracking underpins this whole process.

Schools should tackle provision mapping at whole school, department, year group and classroom level. Taking time to consider what leadership teams, teachers and additional adults may need to do differently to meet the needs of all pupils. Schools have developed a more flexible approach to their curriculum offer, pupil groupings, staffing, time and resources. Most importantly, schools should make the process manageable.

Provision Management enables schools to:

- Know how well pupils are doing compared with their peers and against national standards
- Know what works to prevent underachievement in whole class contexts, at group and individual level
- Identify the potential barriers to learning for each pupil
- Know what else we need to do, both now and in the future, to meet the needs of all pupils and prevent underachievement
- Continuously review all provision and its impact
- Fulfil statutory responsibilities in being accountable for how resources are allocated to and amongst children / young people with SEND and for other children / young people with individual needs and considering the effectiveness of the provision. **See Appendix H – Provision Map Sample**
- Audit the needs of children / young people in their school and plan systematically how best to use the school's resources to meet those needs
- Plan both the staffing and the skills that will be required to meet the needs of their child / young persons
- Prevent over-provision in some classes or some areas of need and under-provision in others
- Provide a basis for evaluating school provision and building this into school self-evaluation and the annual update of the school SEF
- Use individual provision maps/plans together with regular progress reviews (as an alternative to traditional IEPs) as their approach to planning for individual needs for most or all of their children / young people with SEND
- Record the Individual response to meeting the needs of children /young people through the use of Child / young person passports and profile





SECTION 3 - Working in Partnership with Parents/Carers and Services.



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3.1

Working in Partnerships with Parents and Carers

Involvement of Parents and Carers

Whilst schools and settings are expected to engage with the parents of all of their children, there is a need for parents' greater participation where there is cause for concern about the child's learning and progress.

The impact of high-quality education is significantly linked to the effectiveness and consistency of strong partnership-working with parents. From the early years upwards, in all schools and settings, policy and practice for working openly and effectively with transparent two-way communication with parents and carers is key. Parents often need support to help them support their child at home. They need to be clear about the focus of learning and skills taking place in school and offered simple strategies that they can use at home to complement this. It is widely recognised that if the approaches used at home and school are similar and are established with the same goals, then efforts from both sides will be more effective.



The SEND Code of Practice - 0-25 years (DfE 2015) expects practitioners to engage parents in decision-making throughout the SEN process and to forge a strong working partnership.

Parents know and understand their child best and their full participation is vital to ensure that all those involved with their child are working with a shared insight and understanding towards accurately identifying the child's needs, developing personalised outcomes, agreeing targets and appropriate provision for that child.

3 Key principles which further support the need for strong partnership working with parents and carers are indicated in the Children and Families Act 2014¹ and include

- *The wishes, views and feelings of children and their parents.*
- *Promoting the participation of parents in decision-making; and*
- *Information and support to enable parents to participate in decision-making.*

Wishes, views and feelings of children and their parents

Working on the recognition that parents know their children best, parents have a wealth of knowledge about their children both in their home environment and in a wide range of other situations. Parents may be the first to express a concern about their child's progress.

Local authorities, early years providers and schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. (DfE and DH (2015) SEN and disability Code of practice: 0-25 years, para 1.7)

Early Years SEND Toolkit

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/early_years_senco_toolkit_1.pdf

It is important that, from an early age, children are supported by their parents to participate, and their wishes views and feelings ascertained. They should be encouraged to reflect on the choices they make and enabled to communicate them. On reaching the end of compulsory schooling children and young people take on the right to participate in the decision-making themselves.

Promoting the participation of parents in decision-making

The SEND Code of Practice (DfE 2015) clearly establishes that parents should participate in the initial decision about whether or not a child has a special educational need.

¹ <https://www.legislation.gov.uk/ukpga/2014/6/contents>

Person-centred² working is a key approach in the development of effective relationships with parents and ideally should be the usual way of working across the whole school. This approach shifts the focus from 'doing to' to 'working with' and although in this context we are considering it from the point of view of developing relationships with parents, it is also an approach that benefits relationships with pupils.

The SENCO and Teachers should work together to build an open and trusting relationship between parents and setting. For any emerging concerns, the SENCO is likely to be parents' first point of contact. To inform decisions, all the information about the child should be brought together and considered with the child's parent/carer. Ordinarily, the initial discussion would take place between the SENCO, the parent/carer and/or other involved professionals. The meeting would consider the identification of a special educational need or whether there could be other explanations for the concerns expressed.

SEN Support

Where the child is identified as having SEN, parents play a key part in the decision-making process and in the Assess, Plan, Do, Review cycle / graduated approach of SEN Support³.

In consultation with the child's parent or carer, the SENCO and relevant others should agree:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on development, progress and behaviour
- A date for a review



When reviewing the child's progress, parents' views should inform decisions about how their child should be supported in the setting, whether special educational provision through SEN support is still required, whether more specialist external assessment may be called for, whether staff require more specialist external advice or the child requires more specialist support, or whether their child may require an EHC needs assessment.

Information and support to enable parents to participate in decision-making

One of the key principles in the Children and Families Act (2014) and the Code of Practice (DfE 2015) is the importance of the child or young person and the child's parents being provided with the information and support necessary to enable them to participate in decision-making.

Schools and settings should make information available to parents about policies and how the setting supports disabled children and children with SEN. As well as policy and practice information, each school has a SEN Information Report and additionally, there is a range of information that settings share with all parents. Information is shared informally on a daily basis and more formally at key points.

Where teachers think a child has, or may have SEN, information must be gathered and considered with the child's parents.

2

The Code of Practice promotes person-centred approaches. Helen Sanderson Associates have a wide range of resources to support this approach: <http://www.helensandersonassociates.co.uk> This includes practical tools that are useful in exploring with parents 'What is important to my child?' 'What is important for my child?' 'How best to support my child?' and the use of One Page Profiles.

Thereafter and throughout the SEN process and whether children are supported through SEN Support or through an EHC plan, it is essential to effective decision-making that information has been shared fully with parents.

Where a child is identified as having SEN, parents and children are entitled to impartial information, advice and support from a local service. Settings can help parents by giving them information about their local Information, Advice and Support Service. Settings can find out about their local Service through the Cumbria Local Offer⁴.

Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care. This must include information, advice and support on the take-up and management of Personal Budgets. Local authorities must take steps to make these services known to children, their parents and young people in their area; [and to others]. [Local authorities] must ensure that their Local Offer includes details of how information, advice and support related to SEN and disabilities can be accessed and how it is resourced. In carrying out their duties under Part 3 of the Children and Families Act 2014, local authorities must have regard to the importance of providing children and their parents and young people with the information and support necessary to participate in decisions. (DfE and DH (2015) SEN and disability code of practice: 0-25 years, paras 2.1- 2.3)

When offering advice and support to parents it is important for settings to be aware of the range of information in the Local Offer and to be able to support parents in finding information they may need.

Developing effective parental participation



At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken. (DfE and DH (2015) SEN and disability code of practice: 0-25 years, paras 1.7)

It is important to keep in mind why the development of effective working relationships with parents is important.

Parents should feel supported throughout and it may help some to have a friend or supporter with them in a discussion. Each child and each family are unique and a 'one size fits all' approach will rarely be effective. Ensuring the setting's approach to parental engagement is underpinned by a set of values and principles can help to steer practitioners and can enable settings to approach each discussion, each meeting and each situation sensitively.

- The SEN Information Report – the Code of Practice (DfE 2015) sets out the requirement for schools to share on their website key information about how they will identify and meet the needs of pupils with SEND. **See Template 7.2– SEN Information Report guidance**
- An effective SEN Information Report will help to ensure that parents understand what the school is able to provide regarding provision for its pupils with SEND. The Report needs to be accessible both in terms of parents being able to find it, but also to understand it. The most effective approaches to having an accessible SEN Information Report include gathering feedback from parents about the Report's contents and presentation.
- For the reasons outlined above, it is important for staff to also be aware of and understand the information in the report.
- When communicating with parents try to avoid using 'jargon' and abbreviations and use plain, simple language at all times.

⁴ <https://localoffer.cumbria.gov.uk/>

- Consider what forms of communication are most effective for parents – formal letters will sometimes be needed but texts, home/school diaries, dedicated Apps may also be useful methods.
- Before a meeting starts, ask parents how they would like to be referred to e.g. Mr. Smith or using their first name. This is both respectful and can help to put them at ease. Referring to parents as ‘Mum’ or ‘Dad’ in meetings should be avoided.
- Inform office staff about any scheduled meetings and where they will take place so that the arrival of parents is expected, and they will know where to direct them.
- Parents may feel more comfortable and appreciate being asked if they would like to bring a trusted friend or family member to the meeting.
- Where possible, give parents time to gather their thoughts by sharing information on any specific topics for discussion prior to the meeting.
- Where English is not the parents first language, it may be helpful to make arrangements to have an interpreter support meetings. This could be a member of staff in school, or the parent may have a friend or family member who can help with interpretation. **In both these cases it is essential that all parties involved understand the need for confidentiality. It is important too to get a sense of how accurately any messages are being translated;** watching the reactions of parents through their body language can be a good indicator of this.
- Consider the information that is shared with parents – ensure there is a balance with ‘successes’ and other positives. (Sometimes it can seem that only messages about ‘problems’ are sent home).
- Be clear about what skills are being focused upon at home and in school. Simple strategies can be shared and used to complement those used in each setting.



Meetings regarding children and young people should ordinarily include parents, however, practitioners may have a planning meeting to discuss learning, progress and support arrangements and these meetings may not always require the involvement of parents. Information arising from these meetings should always be shared.

Working in Partnership with Parents - Nasen

<https://nasen.org.uk/resources/working-partnership-parents-and-carers>



3.2

Local Offer

The Local Offer

The Local Authority is required by law to publish and review information about services available for children and young people with SEND aged 0 to 25 years, which forms the SEND Local Offer.

The SEND Local Offer is an important resource that signposts parents and practitioners to the support and provision that can be made available to children and young people with or without an EHC plan across a spectrum of SEND.

The SEND Local Offer must be:

Engaging:

Parents, children and young people should be actively involved and able to work collaboratively with schools, settings and service providers to develop and improve services and review the SEND Local Offer.

Accessible:

Easy to understand, factual, jargon-free and structured in a way that relates to suggest “the identified needs of “children and young people’s and their parents’ needs (for example e.g.by broad age category or by type of provision)

Transparent and comprehensive:

Parents, children and young people should know:

- what support is available across Education, Health and Social Care from 0 to 25 years
- how to access it (including eligibility criteria, where relevant)
- how decisions are made and who is accountable.

The SEND Local Offer needs to include details of where to go for information, advice and support, as well as how to make complaints, or appeal against decisions.

Local Offer

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>





3.3

Choosing a School

What to ask or look for when choosing a school

Actions to take prior to visiting a school/setting.

An important factor is how the family feel about a school/setting. It is important to try to establish a picture of their child there.

Parents could:

- Find out specific information about the settings SEND provision.
- Read through the settings most recent Ofsted report.
- Look at the Local Offer and SEN information report – this should be available on every school's website.
- Gather together and take with them any formal documents / reports on their child. These may be helpful with discussions with SENCo / Head of Year/Setting Manager

Suggested questions

1. In assessing the balance within the school/setting, a school/setting that has a higher proportion of children/young people with SEND may have more experience and better understand the systems and procedures compared to a school/setting that has very few children/young people with SEND.
 - How many children/young people are in the setting and what range of needs do they have? (SENCo/setting manager should be able to provide this information).
2. Many children/young people in the setting will have some form of SEND.
 - Ask about the mixture of needs and specifically the range in the class or year group that their child might join.
3. Parents may be able to get an idea of the cohort of children/young people and how many adults there are for each group.
 - How many children are there in each class?
 - How many staff - Teachers, TA's?
 - How much time is spent in the classroom / withdrawn for group or 1:1 sessions?
 - Who provides alternative provision e.g. off-site / outdoors etc
4. Parents may be able to get an idea of the ethos / philosophy of the school.
 - What reasonable adjustments do the school consider for children/young people who may have a learning profile similar to their child?
 - Is the school able and willing to provide an individualised / bespoke curriculum?
 - How would the school/setting ensure that the child/young person has access to the Curriculum and also appropriate differentiation? (if appropriate).

- What does the transition and or induction process for children/young people with SEND look like? (expect “flexible” and “individualised”).
- What pupil friendly literature does the school/setting have so that prospective children/young people can “see” what it is like?
- How does the school/setting involve parents in the monitoring and planning for children/young people with SEND?
- What support does the school/setting offer families?
- How does the school/setting communicate with their families?
- Does the school/setting use communication books or email?
- How regularly does the school/setting have meetings? – parents evening, reviews, progress meetings.
- Can the parents meet more informally with each other?
- Does the school provide any information or training to parents or can they help guide you to people who can help?

5. It can be helpful to find out how progress is measured.

- How frequently? (expect at least “termly”).
- Who tracks this?
- How well do children/young people with SEND progress in the school/setting?

6. Find out about the experience of the staff.

- What experience does the school/setting have working with and supporting children/young people with the difficulties



3.4 Working with Parents to identify Need

As set out in the 'SEND Code of Practice 2015', parents can ask the local authority to carry out an assessment if they think their child needs an Education, Health and Care Plan (EHC Plan). **(For more information on EHC Plans, refer to Section 4.1– Education, Health and Care Plans)**

A young person, aged 16 to 25, can also request an assessment themselves.

Before any EHC assessment request is made, it is important that intervention and support at the Early Help assessment stage has been fully explored. In many cases, support can be provided through a SEN Support Plan, within the setting, without needing an EHC assessment.

Information to support the request, by a parent or young person, for an EHC Assessment:

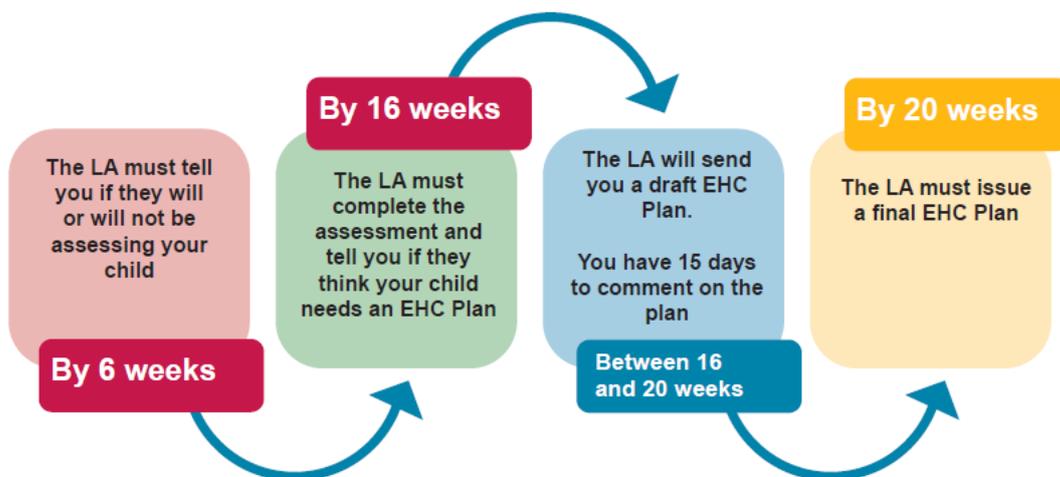
- a letter from the parent or young person outlining the needs
- school/setting relevant information/reports
- medical assessments
- reports from other services/professional involved

Based on the information provided in the request, a panel will decide whether a statutory assessment should be undertaken.

Parents and/or the young person will be informed of the outcome of the Panel and if the outcome of the Panel meeting is not to assess, the reasons why this decision has been made will be shared with the parents and/or the young person.

If the statutory assessment does go ahead and if the outcome of an assessment is to issue an EHC plan, the plan will be completed and issued within 20 weeks of the date the SEND Team received the request for assessment.

Education, Health and Care Plan 20 week Timeline



Parents and/or the young person will be informed if the outcome to the assessment is not to issue an EHC plan, and the reasons why this decision has been made will be discussed with the parents or the young person.

Disagreeing with a decision

Parents and young people can challenge the local authority about:

- their decision to not carry out an assessment
- their decision to not create an EHC Plan
- the special educational support in the EHC Plan
- the school named in the EHC Plan

Parents and/or the young person can appeal to the Special Educational Needs and Disability (SEND) Tribunal, if their concerns cannot be resolved with the Local Authority. For information: Local Offer <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=eUC2-iAcZ5E>

Independent support

Independent support with the EHC assessment process, include:

- SEND IAS <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/service.page?id=5ewCAxQWqUc>
- Council for Disabled Children <http://www.councilfordisabledchildren.org.uk/>
- IPSEA <https://www.ipsea.org.uk/>

Government Publication - Children with SEND

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Local Support

Local Offer

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-4-3>

Amending an Education, Health and Care Plan (EHC Plan)

Amending - when and why?

- An amendment to an existing EHC plan should usually occur after an annual review when there are significant changes identified to the current EHC plan
- EHC plans will always be amended in preparation for a child / young person moving onto their next phase of education (e.g. Nursery into Reception, (KS1 – KS2), KS2 – KS3, KS3-4, post-16), subject to the EHC plan remaining appropriate, which should be discussed at the annual review meeting
- The EHC plan may be amended at other times, e.g. following a change of address or school, or where there are changes in health or social care provision resulting from minor or specific changes in the child or young person's circumstances

The Code of Practice states that EHC Plans are not expected to be amended on a very frequent basis

Notice of Proposed Changes to the EHC Plan

These will be listed in the table on the front page of the EHC plan which highlights which sections have been amended.

A copy of the existing EHC plan plus the draft amended plan (showing which sections have been amended), with copies of any evidence which supports those amendments will also have been sent to parents /carers.

What do parents/carers need to do?

Parents / carers have 15 days to respond to the draft EHC plan:

- Confirm they are happy with the proposed changes
- Inform the SEND Team if they would like to make any written comments or changes to the proposed amendments
- Contact the SEND Team if they would like to meet with a member of the SEND team to discuss the proposed changes
- Confirm their preference for school placement, which may be continuing in their current placement.
- If support is required with understanding the proposed changes, the Cumbria SEND Information, Advice and Support Service will be able to help with this

Visiting schools / education placements

- It is strongly recommended that parents/carers visit any new school / education placements before they express their preference. It is suggested that they speak with the Special Needs Co-ordinator (or the person who performs that role) of that setting to discuss their child / young person's needs and ideally take a copy of the draft EHC plan with them
- The Cumbria SEND Information, Advice and Support Service may be able to support parents/carers with visits to schools

What the SEND Team will do

- If the SEND team are already aware of parent / carer preference, then they will issue a consultation to that placement.
- If the child / young person is due to transfer to another placement at the end of the academic year (e.g. starting school, Year 2 or Year 6), then the EHC Plan will then be sent to the preferred placement, where known
- Educational placements have 15 days to respond to referrals to indicate if they feel they can or cannot meet the needs identified and make the provision specified within the EHC plan

What will happen next?

- If changes to the EHC plan have been requested, these will be considered by the Education Team Manager. Parents / carers will be informed if there any issues with making the requested changes

- The SEND team will work closely with any school or educational placement not able to meet a child/ young person's needs to resolve any issues regarding placement.
- It may be necessary for the SEND team to present the child / young person's case to the County EHC plan panel to ask advice about school placement, especially if a special school or Independent School has been requested
- Once an appropriate school / educational placement has been agreed and any changes to the EHC plan discussed and agreed changes made, the EHC plan will be finalised and a copy of the Final Amended EHC plan will be sent to parents/carers, school / educational placement and the other professionals who contributed to the EHC plan
- When the Amended EHC plan is finalised, this will open up parental right to appeal about particular sections of the plan.

Useful contacts:

- Council for Disabled Children:
https://councilfordisabledchildren.org.uk/?gclid=EAlaIQobChMIoc252fGO8QIVEAB7Ch0wpAAsEAYASAAEgLD3PD_BwE
- Cumbria SEND Information, Advice and Support - free, independent and impartial support for parents, carers and young people:
<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>
- Cumbria Local Offer:
<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>
- Cumbria County Council- Inclusion Service, SEND Team:
https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=ZK2eS_JX11M



3.5

Completing Section A

Education Health and Care Plans – Completing Section A - a guide for parents and carers

Education, Health and Care Plans (EHC Plans) have 12 distinct parts, known as sections A to K, with each section requiring different but important detail. These sections cover important details, such as your child's or young person's special educational needs, the outcomes that are sought and how the setting your child or young person attends will meet those needs and achieve those outcomes. (For more information on EHC plans refer to **Section 4.1 - Education, Health and Care Plans** and **Section 4.3 - Sections of an Education, Health and Care Plan**)

Possibly the most important part of the whole document is **Section A**, as this is the part of the plan that you and your child complete, and where you get to explain all the things you want to tell everyone involved in your child's education, health and social care. You can set out your child's needs, their strengths and, importantly, their aspirations and your aspirations for their future. You can include things such as working towards specific employment goals, independent or supported living, desired health outcomes or simply being happy and doing the things your child enjoys in a meaningful way.

If your child is younger, those aspirations may be looking towards what you and your child would like for the next stage of their education, be that moving to a different key stage or a different school.

In a good EHC plan, the aspirations set out by you and your child in Section A should be the '**golden thread**' that runs through the rest of the document, and everything in the EHC plan should be linked to enabling those aspirations to be achievable.

Top tips for writing an effective contribution to Section A

- Detail is key – include as much information as you can about your child, their needs and what strategies help them and work for them
- Talk to other people who know your child – seek the views of partners, relatives, friends and anyone else who knows your child well. Their responses might help you to decide what you want to include
- Where possible, use evidence to help you demonstrate what you mean. You might have reports from different professionals, or written views or statements from others who know your child well. You can include these and ask for them to be attached to the final document as appendices.
- Be honest – as a parent it comes more easily to speak about the successes and strengths of your child, but it's equally important to detail the challenges in Section A too. If all your child's needs are identified, then the rest of the EHC plan can detail plans for how the setting your child attends can meet those needs and hopefully help your child to thrive
- Support your child to contribute to or write their Personal Profile and their aspirations (this section is called 'What I want now and, in the future'). Some children will be able to complete this with minimal assistance, depending on their age and/or overall level of ability, but you know your child better than anyone else, and so it should be possible for every child to contribute to their part of Section A even if only in a small way.

-
- You can complete your child's part of Section A on their behalf if needs be, writing from their perspective, (for example you could write "I am autistic and have hyper mobile joints and this sometimes makes walking longer distances difficult"). You can declare in the 'how was this information obtained' part that the child's contribution was written fully or partially by you as the parent.
 - Once completed, give your Section A to someone who knows your child well to read and ask them if they feel it covers everything you need to include before returning it.
 - At the EHC Plan meeting or annual review, remind all present that yours and your child's contributions are the 'golden thread' that should run through the document and create a cohesive plan to achieve the outcomes and goals that you have identified in Section A.



3.6

SEND Information, Advice and Support (SEND IAS)**SEND IAS Service**

Cumbria SEND IAS Service (formerly known as the Parent Partnership Service) offers impartial information, advice and support to children and young people with special educational needs and or disabilities and to their parents and carers. This support also includes signposting to health and social care advisory services.

Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

Generally, SEND IAS Service staff offer information, advice and support around education issues, although they can signpost parents on, with their permission, to other agencies who can help with different problems such as benefit claims.

Learning difficulties may be caused by:

- A physical disability
- A problem with sight, hearing or speech
- Difficulties with reading, writing, speaking or mathematics work
- Emotional or behavioural problems
- A specific learning difficulty

Some children/young people may have more general difficulties with schoolwork.

How Cumbria SEND IAS Service can support parent/carers

The SEND IAS Service staff can offer support around education issues to parents and carers who believe their child has special educational needs or a disability. Parents/carers do not need to have a medical diagnosis of their child's needs to ask for help or to use this service, but on the first contact with the service, parents/carers will be asked to describe how their child's difficulties impact on their education as this will help the staff to know how best they can support the family. Parents/carers just need to provide the service, in their own words, with a picture of how their child's needs affect their life at home, in nursery/school/college and in the community.

The children and young people whose parents are supported may have wide ranging needs.

Examples include those who have:

- emotional needs and may be vulnerable to bullying and lacking in self-esteem
- behavioural needs, perhaps diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) or autism
- a medical need arising from medical conditions such as chromosomal disorders or epilepsy
- physical needs such as cerebral palsy or degenerative muscular conditions
- sensory needs (e.g., hearing or sight difficulties)
- learning needs (frequently associated Down Syndrome or autism)
- social interaction difficulties often associated with autism or attachment disorder



Ages of the children range from 0 - 25 years old.

Cumbria SEND IAS Service can offer practical support to help parents to:

- understand the different ways the school should support their child
- build and maintain a good working relationship with school staff
- be fully involved in decisions made about their child's education
- resolve problematic situations
- make a complaint to the school governors when a difficult situation is unable to be resolved
- understand and set in motion statutory processes if their child has very high-level needs
- access independent appeals where other means of resolving disagreement have been exhausted
- resolve issues around school exclusion and with other education-related issues
- remain informed about and involved in these processes

The SEND IAS Service staff offer support ranging from a single telephone helpline call to listen and talk through the difficulties parents/carers are experiencing, to in-depth face-to-face support at meetings or to complete paperwork relating to education issues.

Some parents contact the service just occasionally, to ask about something that has arisen in school, while others remain in close contact over a long period of time, perhaps having individual support from a caseworker for up to a year.

Local Offer – SEND IAS

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/service.page?id=5ewCAxQWqUc>



3.7

Working in Partnership with Other Services

Cumbria County Council

Inclusion Service

• Children with Disabilities - Social Care Team

The social workers work with children and young people aged 0 to 18 years who have severe and complex disabilities, or life limiting conditions and who have a level of need that affects their learning and/ or their physical development and has a major impact on their quality of life. They will require support over and above what is available through universal and community organisations.

They offer:

- Social work and family support
- Support within the home and community
- Overnight care provision with shared carers/residential units or at home
- Access to Direct Payments
- Short break services
- Domiciliary care in the home

The social workers within the SEND Teams work in partnership with other service providers including health, schools, education and the voluntary sector to ensure a holistic package of support is agreed to meet the assessed needs.

For more information on Social Care for children and young people with SEND

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-5-2>

• Access and Inclusion

The **Access and Inclusion team:**

- Offer support in accessing education.
- Work in partnership with schools to promote best practice.
- Offer advice, guidance and support regarding attendance concerns, using legal processes where appropriate.
- Give advice and support to parents, pupils, schools and other professionals about alternatives to exclusion and exclusion process and procedures in relation to statutory requirements.
- Ensure that all children in Cumbria receive a suitable education whether registered in a school or educated otherwise (e.g Elective Home Education or privately educated).
- Track and trace pupils who are identified as missing pupils.
- Ensure that young people are able to experience work and take part in performance whilst making certain that they stay safe and that their education does not suffer. This includes:
 - Administering the process for work permit and performance licences.
 - Administering the process for approval as a chaperone.
 - Offering support and advice in relation to child employment or entertainment queries.

Useful links: DirectGov
 Fair Access Protocol

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/accessandinclusion/>

• SEND Team

The SEND team are responsible for the assessment and support of children with Special Educational Needs and Disabilities (0 – 25 years old). The SEND team comprises of Education, Health and Care Plan Coordinators and Education Team Managers.

The SEND team have a responsibility to:

- coordinate statutory assessments of identified children
- liaise with schools, families and other professionals to guarantee the completion of assessments, the development and writing of Education Health and Care Plans and the delivery of outcomes.
- provide support with the plans and ensure that the plans are monitored and reviewed in line with statutory guidance, always considering the efficient use of resources.
- collate advice from the wider team, professionals and other services to consider the allocation of support and funding, contributing to discussions at the EHC plan panel.
- to ensure Cumbria County Council's responsibilities are met.

• County Psychological Service

The County Psychological Service makes its distinctive contribution through applying psychology to help people solve problems and improve learning. This may be at an individual level where young people are having difficulty at school. It may also be at an institutional level, working on wider issues with schools or other settings to help all children be as successful as possible.

Educational Psychologists sometimes work directly with young people in the age range 0 – 25 years on a wide variety of issues relating to their progress and development. However, much of our work is done with other people who know and work with children and young people.

Educational Psychologists offer a range of services. For example, we offer:

- Training to schools and support with whole school initiatives
- Consultation and advice to staff in schools and early years settings
- Consultation to Parents and Carers
- Observation and assessment of groups or individual pupils
- Work with schools to develop interventions and approaches for groups or for individuals who are referred via the Special Educational Needs Code of Practice
- The Psychological Advice that is required for all Statutory Assessments of children's Special Educational Needs
- Contribute to selected Annual Reviews of children with Statements of Special Educational Needs
- Work with other agencies within Children's Services and beyond, for example the voluntary sector and Health
- Support for schools when they have particular needs, for example following Critical Incidents such as bereavement, staff Stress or in terms of particular school improvement issues
- Development work, research, training and project work for the Local Authority

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=KumLGZg6330>

• Specialist Advisory Teachers and HLTAs -The Special Educational Needs and Disabilities Teaching Support Team

The SEND Teaching Support Team (SEND TST) is an integral part of the Inclusion Service. The Inclusion Service brings together the work of the County Psychological Service, Access and Inclusion Team, Special Educational Needs and Disabilities Team (SEND Team) and Post 16 LDD Team. It is committed to work in partnership with Cumbrian schools and settings, families and other agencies to

enhance the personal, social and academic opportunities available to children and young people with special educational and/or additional needs.

The SEND TST includes Specialist Advisory Teachers (SATs) and Higher Level Teaching Assistants (HLTAs).

The specialist teams provide support for the following areas of SEND:

- Autism Spectrum Conditions (ASC) /Social Communication and Social Interaction
- Blind or Vision Impairment (BVI)
- Deafness and Hearing Impairment (DHI)
- Developmental Language Disorder (DLD)
- Early Years (EY)
- English as an Additional Language (EAL)
- Physical/Medical Difficulties (Phys/Med)
- Severe Learning Difficulties (SLD)

https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=b1I_k01RWec

Learning Improvement Service (LIS)

The Learning Improvement Service comprises a team of officers with specialisms across early years, primary, secondary, and post-16 education, the virtual school and support for school governance; based in three local areas.. Officers work with private, voluntary and independent early years settings and childminders; with LA maintained nursery, primary, secondary, special and sixth forms both locally in district areas and at countywide levels. In conjunction with Cumbria Alliance of System Leaders (CASL) partners we ensure support and challenge for all schools and settings, including academies and in so doing address the LA's statutory duties.

This essential work is conducted in full partnership with the Cumbria Alliance of System Leaders.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/lis/default.asp>

• **Early Years Foundation Stage**

A dedicated team of Early Years Advisers work in close partnership with all early years providers, alongside partners in the Learning Improvement Service, CASL and Health. The team comprises three Area Team Managers, Early Years Advisers/Area SENCOs, Early Years and Childcare Advisers and Childminder Advisers, together with a Project Officer, Finance Officers and a Business Adviser.

The work of the Early Years team is underpinned by the Early Years Strategy which sets out the vision and principles for partnership working.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/lis/eyfs.asp>

• **Virtual Schools**

Cumbria Virtual School is responsible for raising the educational standards of Cumbria's Children Looked After (CLA).

The Virtual School team works with schools that CLA are attending to ensure they reach their full educational potential and go on to succeed in their adult lives.

The Virtual School also provides information and advice to parents and carers, educators and other professionals of previously looked after children.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/virtualschool/default.asp>

- **School Governor Support Team**

Governor Support Team provides local, regional and national information to guide and enhance the role of governors and will help to make the most effective and efficient use of their valuable time.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/governorservices/govcontact.asp>

- **Children's Centres**

Children's Centre Services in Cumbria are delivered through commissioned arrangements with Third Sector Providers via Child and Family Support (0 to 19) contracts.

The current Providers are as follows:

Barnardos: Eden

Family Action: Allerdale, Barrow, Carlisle, Copeland and South Lakes

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/lis/childrenscentres.asp>

- **Barnardos – Eden 0-19 Child and Family Support Service**

Providing a Child and Family Support Service to children, young people and their families aged 0-19 across the Eden Valley

Children's Centres

A range of services for expectant parents and families with young children, including Ofsted-inspected children's centres.

Family Support

Supporting parents, carers and families with guidance and activities

<https://www.barnardos.org.uk/what-we-do/services/eden-0-19-child-and-family-support-service>

- **Family Action**

Family Action is delighted to be working closely with Cumbria County Council to deliver their new 0–19 Child and Family Support Service, having officially taken over provision on 1 January 2020.

Offering a wide range of services, including but not limited to:

Advice:

- Information and advice sessions
- Online information, advice and support
- Signposting to local services
- Universal peer support group

Help:

- Support and coaching on a 1:1 basis
- Referral to a universal or specialist service
- Participation in specialist group work

Further help:

- Bespoke 1:1 support and coaching to help address family needs
- Referral to a universal or specialist service
- Follow-up coaching

<https://www.family-action.org.uk/what-we-do/children-families/0-19/>

The School Development Team

The School Development Team is a small team within the Learning Improvement Service, that co-ordinate a training programme for school-based staff and governors: Cumbria's Training Events for School Based Staff and Governors.

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/>

Traded Services

- **Learning Support Service**

Learning Support Service - (Teaching Assistant Service) is a professional staffing agency providing qualified and skilled teaching assistants to work with schools, and other educational establishments, in the support of pupils with statutory and non-statutory educational needs. All staff have a DBS Enhanced check for regulated activity (which includes the barred list) and are qualified to the relevant TA/STA minimum standard.

Supply cover for school based staff for short or long periods of time can be provided across the county.

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/learningsupportschools.asp>

- **Positive Behaviour Management Training**

- **Team Teach**

Our Learning Support Service – Positive Behaviour Management Training (Team Teach) provides schools and settings with a series of accredited training sessions which promote positive strategies that can be used by teachers, support workers, health professionals or anyone whose work brings them into contact with challenging behaviour. This training ensures that staff are adequately trained to a high standard which meets the requirements of EHC plans.

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/learningsupportschools.asp>

- **Moving and Handling of Children and Inanimate objects training**

Our Learning Support Services offer this essential training, provided to ensure that participants learn the importance of team working, and the legal implications of positive handling - including the importance of documentation.

Moving and Handling training offers safe manual handling of inanimate objects, safe moving and handling of children with on site training. This training will enable schools to meet their health and safety obligations in respect of staff competences, as well as helping them meet their statutory responsibilities for the safety of children and young people in their care. It is essential that all staff involved in any Moving and Handling of Children are adequately trained to comply with the EHC plan and regulations.

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/learningsupportschools.asp>

- **Risk Assessments for the Moving and Handling of Children**

Our Learning Support Service undertakes Risk Assessments for the safe Moving & Handling of Pupils, for general work practice or to form part of the young person's EHC plan.

We provide Risk Assessments for individual pupils with disabilities.

Health and Safety Risk Assessments are aimed at ensuring the general health and safety of any member of staff undertaking moving and handling e.g. teaching assistants, kitchen staff, cleaners etc. It

can assist with responding to the needs of children in school, identified in their statement or Individual EHC plan, to Health and Safety audit findings, or to evidence good practice for Ofsted.

All of the Risk Assessments, advice and guidance will be given by fully qualified trainers.

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/learningsupportschools.asp>

• Cumbria Outdoors

Situated in the Lake District National Park, Cumbria Outdoors has over 60 years of delivering high quality outdoor education, adventures, and experiences to children, young people, and adults.

We are constantly adapting to our ever-changing world, and as an alternative to residential we offer all our activities as a day visit, and we can come to you too. Our experienced and knowledgeable team can make you a visit to suit your needs within the current guidelines.

<https://cumbria.gov.uk/cumbriaoutdoors/default.asp>

• Cumbria Music Service

Cumbria Music Service is the main organisation delivering music teaching in schools throughout Cumbria. The service is part of Cumbria County Council, within the People Directorate (Education & Skills) and is the Lead Organisation for Cumbria Music Education Hub.

What does Cumbria Music Service do?

Cumbria Music Service is a team of specialist music teachers providing schools and pupils with a wide range of musical experiences based upon modern teaching strategies.

Delivering:

- instrumental and vocal teaching in Cumbria's schools
- expert classroom curriculum support
- the First Access (Whole class instrumental teaching) programme throughout the Primary schools in Cumbria.
- performance opportunities through our regular ensemble and special projects – from local ensemble groups, music centres, area workshops, through to county wide opportunities from Cumbria Youth Orchestra.
- an Instrument Lease Scheme which is available to any young person in Cumbria and an Assisted Instrument Purchase Scheme for any young person taking lessons with one of our teachers.

<http://www.cumbriamusic-service.co.uk/about-cms/>

Health and Social Care

Health and Social Care in Cumbria provides information about:

- Social Care for children with SEND, including Short breaks, Continuing Health Care assessments, the Children's Learning Disabilities Team and Transition out of Children's Services to Adults
- Adult Social Care including assessment for care, costs of care and support, Cumbria Care services, housing and supported living, and keeping safe.

- Mental Health

https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-5&lo_boolean=1

Cumbria Youth Offending Service

Cumbria Youth Offending Service (YOS) remains a discrete service with responsibility for its own budget and planning. The YOS is represented on a range of partnership groups and strategic boards, ensuring a balanced approach between a focus on children and young people, and the criminal justice system.

Cumbria YOS is overseen by a Management Board, the Management Board provides strategic direction and coordinates the provision of youth justice services by Cumbria Youth Offending Service and partner organisations.

Youth justice services require a high level of skilled face-to-face contact with young offenders, their families, their victims and those who have to pass sentence in our courts.

<https://cumbria.gov.uk/childrensservices/strategyandcommissioning/yos/default.asp>

Health Care Services

There are a range of health services available for children and young people aged 0-25 years based on the individual's health needs. Children with special educational needs and disabilities are able to access universal services that are available to everyone. There will be other specialist services which the child or young person can access if necessary.

Health Services in Cumbria are planned and bought for the local community by two Clinical Commissioning Groups (CCGs). There are also some Public Health services that improve the health of local communities in Cumbria which are planned and bought by Cumbria County Council.

North Cumbria Clinical Commissioning Group

Morecambe Bay Clinical Commissioning Group

Cumbria County Council Public Health

In some cases, children and young people need specialised services that are planned and bought by NHS England, North of England regional team. The North of England regional team oversees the work that is done by the Clinical Commissioning Groups in Cumbria and is also responsible for planning and buying primary care and specialist services in Cumbria such as GPs, Dentists, inpatients, children and adolescent mental health services.

Services, such as GPs, hospitals, dentists, pharmacists, opticians, support group and other care support can be found at [NHS Health Care Services](#).

- [North Cumbria Integrated Care NHS Foundation Trust](#) – (Community services for children across the County and outpatient services in the North – eg Ophthalmology, Dietician)
- [Lancashire and South Cumbria NHS Foundation Trust](#) - (South Cumbria Children's Community Learning Disability and Behaviour Support Service; Child Adolescent Mental Health Services – CAMHS)
- [University Hospitals of Morecambe Bay NHS Foundation Trust](#) - (Other outpatient services in the South, eg Ophthalmology, Dietician)
- [Cumbria Northumberland Tyne and Wear NHS Foundation Trust](#) – (North Cumbria Children's Community Learning Disability and Behaviour Support Service; Child and Adolescent Mental Health Services – CAMHS)

Health services for those aged over 18 years can be found at:

- [Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust](#)

- **Lancashire & South Cumbria NHS Foundation Trust**
- **North Cumbria Integrated Care NHS Foundation Trust**
- **University Hospitals of Morecambe Bay NHS Foundation Trust**

Positive Approaches to Support: Is a national website that has been recently developed for families of children with SEND. This was developed in conjunction with the Challenging Behaviour Foundation, The Tizard Centre, family carers and a range of others including people from South Cumbria.

Learning Disability Matters: Is a national website developed with help from North Cumbria offering help and support to parents and carers of children with SEND.

For more information on Health Services

https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-5&lo_boolean=1

Children's Learning Disabilities Team

We are a team of experienced learning disability nurses and assistant practitioners. We are able to offer a service when a child or young person requires specialist support arising from their learning disability or autism and its impacts on their health. We often do this by working to advise parents or other health professionals working with that child.

Usually we will offer parents a programme or workshop first as this has been shown to be the most helpful for families. The programmes and workshops we offer are facilitated alongside partner agencies to help to understand and positively meet the child's needs.

The programmes are:

- **NAS EarlyBird** (Pre-school autism specific parent programme)
- **What Now?** (School age autism specific parent programme)
- **E- PAtS** (Preschool, learning disability specific parent programme)
- **Behaviour Support workshops** (For parents of any school aged children who meet our eligibility criteria)
- **Sensory Workshops** (alongside an Occupational Therapist)
- **Sleep Workshops**

For children/young people with a Learning Disability and parent programme/workshop has been completed, or does not meet identified need, we can provide specialist assessments and interventions:

- Understanding Behaviour
- Sleep
- Continence
- Skills development (e.g. feeding, independence skills)
- Access to health provisions / Health promotion
- Transitions

In addition we can:

- provide advice and consultation for other health teams on how to adapt their service to make reasonable adjustment for children with learning disabilities or autism.

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/service.page?id=Kv6Y7qITiw8&familychannel=5-5-2>

Cumbria Safeguarding Children Partnership

Every Local Authority area has an Independent Local Safeguarding Children Board (LSCB). LSCB's are responsible for ensuring agencies work together to safeguard children and for testing how effectively this happens. The Cumbria LSCB became The Cumbria Safeguarding Children Partnership (CSCP) on the 29th September 2019

Partnership Vision and Values

Our partnership vision is that we will be "Working together to keep Cumbria's children safe".

As a partnership we commit to the following shared values which will underpin everything we do:

- Learning is promoted and embedded in a way that services for children and families can become more reflective and implement changes to practice.
- Practitioners from all agencies working with adults and children work together and share information effectively to facilitate more accurate and timely decision making for children and families.
- The lived experience and the voice of children and young people is listened and acted upon at all times.
- A 'Whole-Family' approach is understood and implemented by all practitioners across the Partnership.

The 'golden thread' that runs through all the priorities is...

The voice and lived experience of the child is at the heart of everything we do.

<https://www.cumbriasafeguardingchildren.co.uk/about/cumbriasafeguardingchildrenpartnership.asp>

Cumbria Careers Information Advice and Guidance – Inspira Advisers

On behalf of Cumbria County Council Inspira provides careers information advice and guidance for young people with an EHC plan from year 9 upwards. Inspira Advisers work closely with schools and colleges to support transition planning, the help they provide is bespoke and tailored to meet individual needs and they welcome the involvement of parents. An Inspira Adviser would meet with the young person in school in advance of their EHC plan review, in meetings, their role is to advocate on behalf of the young person and family. Inspira Advisers works with a range of providers and agencies to ensure that they can support young people and their parents/carers to prepare for adulthood.

The support that the Inspira Advisers offer include:

- career choice and planning
- qualifications and how to choose college courses
- college applications
- university applications
- apprenticeships
- training courses
- job applications
- CVs
- work experience support
- skills for employment support
- preparing for job interviews.

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=uVnGj1kpBDE>

Interpreting and Translation Service

Cumbria County Council Children's Services is committed to making sure that all members of the public can access our services. Therefore it may be necessary from time to time to use an interpretation service or to translate documents into other languages or formats.

<https://www.cumbria.gov.uk/childrensservices/strategyandcommissioning/equality/interpreters.asp>

Cumbria Deaf Association – Interpreting service

<https://www.cumbriadeaf.org.uk/how-we-can-help/interpreting-services/>

Cumbria Constabulary

'CUMBRIA POLICE PUTTING CHILDREN FIRST'

'Our Child Centred Policing Teams work in line with the National Child Centred Policing best practice framework. We understand offending by children is often a symptom of other challenges they are facing in their lives and that our policing service to children and young people must take a different approach to that of mature adults. By identifying the root cause for behaviours and vulnerabilities and signposting to support agencies we can ensure that young people are not unnecessary criminalised and every opportunity is taken to divert them away from offending'.

- The teams aim to build trust and confidence between children and the police by identifying opportunities for positive engagement within educational premises and the community.
- The teams work closely with their partners both statutory and within the third sector to deliver the best possible outcomes for children and their families.
- The teams will also deliver bespoke police interventions where specific risks of behaviours or criminality exist.

<https://www.thinkuknow.co.uk/professionals/>

<https://www.ceop.police.uk/safety-centre/>

Autism Card Information

Cumbria Constabulary joined forces with the National Autistic Society in 2010 and launched an alert card, which people with autism can show people when they find communication difficult or need to explain their behaviour.

The cards were developed in consultation with adults with autism and parents of autistic children to tell people about the condition and ask them to show respect and tolerance. The cards provide information about autism, some simple advice and space for cardholders to write emergency contact details.

Cardholders can also apply to have their details stored by the police, so that if they report, witness, or are involved in an incident, officers will be alerted to the fact that the person has autism, allowing them to respond to the situation accordingly.

For more information on the Autism card click on the following link:

https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/service.page?id=IISHE5TUj_4&familychannel=5

- **Prevent**

Prevent forms part of the government's Counter Terrorism strategy called Contest. The aim of Prevent is to stop people becoming or supporting terrorists, challenging the spread of terrorist ideology and protecting vulnerable individuals.

The Role of the Police in Prevent

Disrupting terrorist activity, preventing radicalisation and supporting those vulnerable to becoming involved in violent extremism is a shared responsibility under the Prevent Duty. Within Cumbria Police, a dedicated Prevent Team puts significant effort into building relationships with local police officers and other specialist departments, local partners and communities to:

- Increase multi-agency understanding of Prevent
- Build a shared understanding of threat, risk and vulnerability
- Work with partners to find common solutions
- Increase confidence within our communities.
- Assisting the Local Authority as they look to safeguard those referred.

- **Channel**

One of the main elements of the Prevent work is a programme called Channel. Where people who are assessed as being vulnerable to supporting any form of violent extremism are provided with multi-agency support that is tailored for each case. It could consist of help with family problems, mental health support, mentoring, religious support and others. People who are referred to Channel are not criminals; we are trying to stop people committing offences and getting into trouble.

Keeping children, young people, vulnerable adults and the community safe from these risks is a safeguarding matter and is approached in the same way as any other safeguarding concern.

Channel is a partnership approach to support individuals vulnerable to recruitment by violent extremists. Front line professionals from all partner agencies assess the nature and extent of vulnerability and look at ways to assist people it.

<https://www.cumbria.police.uk/report-it/counter-terrorism/prevent-1>

- **Cyber Crime – On-line Safety**

Providing information and advice on:

- Cyber bullying
- Get safe on-line
- Protecting children
- Mobiles, devices and computers
- Hacking
- Children and Young People – building trust between children and the police

<https://www.cumbria.police.uk/get-advice/online-safety>

Carlisle Mencap

Carlisle Mencap provides life-long person-centred support for people with learning disabilities and their families in Cumbria.

- **Mencap - Children's Services**

Mencap Children's Services provide support for children of any age and for any length of time, taking referrals from families, social workers or from other professionals. Payments can be accepted from direct payments or contracts with the social work teams.

Mencap Children's Services run clubs and activities throughout the year and do extra playschemes in school holidays. They provide overnight respite at the Grace Little Centre- a fully accessible building which has a sensory and soft playroom as well as an outdoor play area, IT equipment, activity room and games consoles in the living room.

<https://www.carlisle Mencap.co.uk/how-we-can-help/childrens-services/>

- **Mencap - Cumbria Autism Family Support Project**

The Cumbria Autism Family Support Project provides advice and support to families with Autistic children aged up to 18 throughout the County. The Cumbria Autism Family Support Project aims to support families to get the best out of existing services and identify gaps in provision to inform future service developments.

<https://www.carlisle Mencap.co.uk/how-we-can-help/parents-and-carers/cumbria-autism-family-support-project/>

Guide Dogs

Cumbria's children and young people with vision impairment have needs in terms of mobility and independence which include, but are not limited to, orientation, cane skills, using indoor and outdoor routes, avoiding obstacles, crossing roads, using public transport, money handling and going shopping.

Cumbria County Council contracts Guides Dogs to provide service delivery from Habilitation Specialists. The service works closely with the qualified teachers of vision impairment and higher level teaching assistants within SEND TST; school/settings; health professionals, parent/carers and/ or any other relevant professionals or agencies.

The Habilitation Specialists complete assessments to identify mobility and independence needs then provide an individual plan of support. They provide support in orientation, cane skills, using indoor and outdoor routes, avoiding obstacles, crossing roads, using public transport, money handling and going shopping. Signposting is included for parents, carers and those who require further support to other appropriate services.

<https://www.guidedogs.org.uk/>



SECTION 4 – Education, Health and Care Coordinated Assessment and Planning



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4.1

Education, Health and Care Plans

What is an Education, Health and Care Plan (EHC Plan)?

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

When should a local authority carry out an EHC needs assessment?

If the local authority is requested to carry out an EHC needs assessment by a parent, young person, school or college, they must consider:

- whether the child or young person **has or may have** special educational needs (“**SEN**”); and
- whether they **may** need special educational provision to be made through an EHC plan.

If the answer to both of these questions is **yes**, they **must** carry out an EHC needs assessment.

This test is set out in the law (section 36(8) of the Children and Families Act 2014). This means these are the only questions the LA should be asking when considering whether or not to carry out an EHC needs assessment.

A local authority must conduct an assessment of education, health and care needs when it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC Plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.53-9.56.

The EHC needs assessment should not normally be the first step in the process, rather it would follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider. In a very small minority of cases, children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, concerns may have led to further diagnostic assessment or an examination that shows that a child or young person may have a severe sensory impairment or other impairment. This without immediate specialist intervention beyond the capacity of the school or other provider could lead to increased learning difficulties.

9.14 In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional

- intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

9.15 A young person who was well supported through the Local Offer while at school may move to a further education (FE) college where the same range or level of support is not available. An EHC plan may then be needed to ensure that support is provided and co-ordinated effectively in the new environment. It may also be the case that young people acquire SEN through illness or accident, or have an existing condition that requires increasing support as they get older.

9.16 Local authorities may develop criteria as guidelines to help them decide when it is necessary to carry out an EHC needs assessment (and following assessment, to decide whether it is necessary to issue an EHC plan). However, local authorities must be prepared to depart from those criteria where there is a compelling reason to do so in any particular case and demonstrate their willingness to do so where individual circumstances warrant such a departure. Local authorities must not apply a 'blanket' policy to particular groups of children or certain types of need, as this would prevent the consideration of a child's or young person's needs individually and on their merits.

Cumbria SEND Handbook

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=mIP9J0iAfbY>

Examples of good practice – EHC Plans

<https://councilfordisabledchildren.org.uk/help-resources/resources/education-health-and-care-plans-examples-good-practice>



4.2

Amending an Education, Health and Care Plan

Amending an Education Health and Care plan (EHC plan)

When should an EHC Plan be amended?

An amendment to an existing EHC plan should usually occur after an annual review when there are significant changes identified to the current EHC Plan.

Link for Annual Review paperwork

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=IAdnAyDWAvM>

Education, Health and Care Plans will always be amended in preparation for a child/ young person moving onto their next phase of education (e.g. Nursery into Reception, (KS1 – KS2), KS2 – KS3, KS3-4, post-16), subject to the EHC plan remaining appropriate, which should be discussed at the annual review meeting.

The EHC plan may be amended at other times, e.g. a change of needs, following a change of address or school, or where there are changes in health or social care provision resulting from minor or specific changes in the child or young person's circumstances.

The Code of Practice states that EHC Plans are not expected to be amended on a very frequent basis.

Amending an EHC plan following a review

When the LA is considering amending an EHC plan following a review (or at any other time other than following a re-assessment) the first step in the process is to send the child's parent or the young person a copy of the existing EHC plan plus the draft amended plan (showing which sections have been amended), with copies of any evidence which supports those amendments

The parents or the young person must be given at least 15 days to make representations about the contents and to request that a particular school or other institution be named in the EHC plan.

This means that the LA, having started the process, can still decide not to amend the EHC plan. This is unlikely to happen, but it is possible. The Regulations do not explicitly require the LA to inform parents or young people of their right of appeal in this circumstance, but it is plain that the right exists by section 51(2)(e) of the Act, which allows an appeal against a:

“decision of a local authority not to secure the amendment or replacement of an EHC plan it maintains for the child or young person following a review or re-assessment under section 44”.

Phase Transfer / Key Stage transfer

The expression 'Phase Transfer' or 'Key Stage Transfer' means when a child or young person is moving between phases of education.

It is a defined term in the SEN Regs as:

“transfer between phases of education” means a transfer from: (a) relevant early years education to school; (b) infant school to junior school; (c) primary school to middle school, (d) primary school to secondary school; (e) middle school to secondary school; or (f) secondary school to a post-16 institution”.

Where a child or young person is within 12 months of a transfer between phases of education the local authority must review and amend the **EHC plan**. This will be, at the very least, to name the school, post-16 or other institution, or type of school or institution, which the child or young person will attend following that transfer. The LA must issue the child or young person's finalised **EHC plan** before:

- **31st March in the case of a transfer from secondary school to a post 16 institution.**
- **15th February in the case of a child's transfer in any other case.**

In order for an **EHC plan** to be reviewed and amended by the 15 February in a calendar year (in the case of a child), the annual review process must first take place, followed by the procedure for finalising the amended **EHC plan** once a proposal is issued.

Therefore, for children who are going into phase transfer, it is likely that the annual review meeting will need to be called in the autumn term at the beginning of the child's last academic year in the setting they are leaving to enable these statutory time limits to be met.

Notice of Proposed Changes to the EHC Plan

These will be listed in the table on the front page of the **EHC plan** which highlights which sections have been amended.

Ceasing to maintain an EHCP

The LA may issue a notice to cease to maintain an **EHC plan** at any time.

The SEN Regs provide for a two stage process:

(1) when a local authority is considering ceasing to maintain an **EHC plan** it must inform the child's parent or the young person and consult them as well as the head teacher or principal and

(2) having carried out that consultation, if the LA decides to cease to maintain the **EHC plan** it must then notify the child's parent or young person, the institution named and the responsible commissioning body.

The cease to maintain notice must include the right of appeal and the time limits. If the parent or young person does not appeal, the **EHC plan** will remain in place until the end of the time limit in which an appeal can be made and then come to an end. If the parent or young person does appeal, the **EHC plan** will remain in place and must continue to be implemented until the appeal is decided by the Tribunal.

Dropping out of a course or out of Education or training

If a young person drops out of a course, the LA is not relieved of responsibility for them until they have conducted a review of their **EHC plan** and found out whether the young person wants to carry on in education or training (possibly with more support or on a different course) (SEN Reg 30 and the Code, paragraph 9.203).

Where a child or young person with an **EHC plan** under 18 is not receiving education or training, under SEN Reg 29(2) the LA must:

- conduct a compulsory review of the **EHC plan** in accordance with SEN Regs 18 and 19; and

- amend the EHC plan to ensure that the young person continues to receive education or training

In other words, for young people under 18 the LA cannot cease to maintain the EHC plan because the young person is for some reason out of school or college.

The LA determines that the EHC plan is no longer necessary:

Section 45(2) of the Act gives an example of a circumstance in which it would no longer be necessary for an EHC plan to be maintained:

Section 45(2) The circumstances in which it is no longer necessary for an EHCP to be maintained for a child or young person include where the child or young person no longer requires the special educational provision specified in the plan.

Section 45(3) says that when the LA is determining that special educational provision is no longer required for a young person over 18, the LA must have regard to whether the educational or training outcomes in the EHC plan have been achieved. Note that they cannot cease to maintain the EHC plan only because the outcomes have been achieved. In some cases, the outcomes may be out of date, or not have been ambitious enough, and so despite having achieved them the young person wishes to continue with education and continues to require special educational provision to be made through an EHC plan. The requirement under section 45(3) is just that the LA has regard to whether they have been achieved.

Amending an Education Health and Care plan (EHCP) (Following a move to the area)

Transfer of EHCPs or change of responsible commissioning body (moving LA)

SEN Reg 15 deals with what happens when a child or young person with an EHC plan moves into a different LA. The obligation to maintain the EHC plan will transfer to the new LA on the day of the move or within 15 working days of the new LA becoming aware of the move, if later.

Following the move to live in Cumbria, an amendment to the EHC plan issued by the previous local authority will be required. This will update the EHC plan to be in the Cumbria City Council format and reflect the current educational placement or future placement (if appropriate)

The child may be able to remain at the school or institution named in the EHC plan whilst the new LA decides how to proceed but there is an exception to this in SEN Reg 15(6). This is where it is no longer practicable for the child or young person to attend. In that case the new LA can move the child to another school or institution appropriate for him or her until it becomes possible to amend the EHC plan.

The new LA has to review the EHC plan under section 44 of the Act before the expiry of the later of the period of 12 months since the EHC plan was made or the previous review or the period of three months beginning with the date of the transfer.

If the new LA wants to carry out a new EHC needs assessment it can do so but if the child's parent or young person, the person who provided the advice and the old LA are satisfied that the advice obtained in connection for the old EHC needs assessment is sufficient then the new LA must not seek further advice (SEN Reg 15(3)(b)).

Proposed Amended EHC Plan

- This document will be based on the previous Local Authority EHC plan and the last Annual Review report and any other updated professional reports
- A copy of the original / current EHC plan will have also been sent to you for your information

What do parents/carers need to do?

Parents / carers have 15 days to respond to the draft EHC plan:

- Confirm they are happy with the proposed changes
- Inform the SEND Team if they would like to make any written comments or changes to the proposed amendments
- Contact the SEND Team if they would like to meet with a member of the SEND team to discuss the proposed changes
- Confirm their preference for school placement, which may be continuing in their current placement.
- If support is required with understanding the proposed changes, the Cumbria SEND Information, Advice and Support Service will be able to help with this

Visiting schools / education placements

- It is strongly recommended that parents / carers visit any new school / education placements before they express their preference. It is suggested that they speak with the Special Needs Co-ordinator (or the person who performs that role) of that establishment to discuss their child / young person's needs and ideally take a copy of the draft EHC plan with them
- The Cumbria SEND Information, Advice and Support Service may be able to support you with visits to schools

What the SEND Team will do

- The SEND team will have referred the Proposed Amended EHC plan and any up-to-date reports to identified educational placements. This should be, in most cases, the child / young person's current educational placement (nursery/ pre-school, school or college)
- If the SEND team are already aware of parental preference, then they will also refer papers to that placement
- If the child / young person is due to transfer to another placement at the end of the academic year (e.g. starting school, Year 2 or Year 6), then the EHC plan will be referred to the designated (catchment) school for their home address (as well as any preferred placement, if known)
- Once the SEND team have received information indicating education placement then, if the EHC plan has not already been referred, a referral will be made to that placement
- Educational placements have 15 days to respond to referrals to indicate if they feel they can or cannot meet the needs identified and make the provision specified within the EHC plan

What will happen next?

- If changes to the EHC plan have been requested, these will be considered by the Education Team Manager. Parents / carers will be informed if there any issues with making the requested changes
- The SEND team will work closely with any school or educational placement not able to meet a child/ young person's needs to resolve any issues regarding placement
- Once an appropriate school / educational placement has been agreed and any changes to the EHC plan discussed and agreed changes made, the EHC plan will be finalised and a copy of the Final Amended EHC plan will be made available to parents / carers and the school/ educational placement
- The final Amended EHC plan should be received within 8 weeks of receiving the Proposed Amended Education, Health, and Care Plan document
- When the Amended EHC plan is finalised, this will open up parental right to appeal about particular sections of the plan. This will be explained in more detail at that stage

Useful contacts:

- Council for Disabled Children:
https://councilfordisabledchildren.org.uk/?gclid=EAlalQobChMIoc252fGO8QIVEAB7Ch0wpAAsE AAYASAAEqLD3PD_BwE
- Cumbria SEND Information, Advice and Support - free, independent and impartial support for parents, carers and young people:
<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>
- Cumbria Local Offer:
<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>
- Cumbria County Council- Inclusion Service, SEND Team:
https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=ZK2eS_JX11M





4.3

Sections of an Education, Health and Care Plan

Education, Health and Care (EHC Plan) Layout

Throughout EHC plans we should see evidence of the “Golden Thread”. The “Golden Thread” is about consistency in aspirations, views, strengths, needs, outcomes, targets, strategies and provision. It ties everything together along the course of the child’s/young person’s development.

Section A	Views and aspirations of the child or young person and their parents and carers
	<ul style="list-style-type: none"> Views and Aspirations of the Child/Young Person, and their Parent/Carer An opportunity for the young person and their parent/carer to tell their story once, rather than repeating everything to every professional that they have to meet, in order that needs can be met Services and contact details of all the people that are involved with the child/young person, so that they can meet together with the child/young person and/or their parent/carer to have a multi-agency response to the needs
Section B	The child or young person’s special educational needs
	<ul style="list-style-type: none"> The child/young person’s educational strengths and needs in the areas identified in the Code of Practice: Communication and Interaction; Cognition and Learning; Social and Emotional Well-being and Physical/Sensory Where there are particular areas of need, the Plan needs to say what the impact is on all other areas, unless there is no impact
Section C	The child or young person’s health needs related to their SEN
	<ul style="list-style-type: none"> The child/young person’s health strengths and needs Where there are particular areas of need, the Plan needs to say what the impact is on all other areas of the child/young person’s development
Section D	The child or young person’s social care needs relating to their SEN
	<ul style="list-style-type: none"> The child/young person’s social care strengths and needs Where there are particular areas of need, the Plan needs to say what the impact is on all other areas of the child/young person’s development
Section E	The outcomes sought for the child or young person
	<ul style="list-style-type: none"> The outcomes for the child/ young person, usually to be achieved by the end of the key stage Steps of achievement that indicate how the child/young person is progressing towards achieving each outcome The outcomes should link to each need referred to in Sections B, C and D
Section F	Special Educational Provision for child or young person
	<ul style="list-style-type: none"> Strategies and educational intervention that can support the achievement of the outcome Frequency of access to the strategies and intervention and educational professional, and whether it is through whole class differentiation; discreet support; small support groups and direct individual support The provision offered through resources delegated to school and any top up funding provided through the Local Authority Who will be responsible for implementing the strategies, intervention and support
Section G	Health provision required for the child or young person in relation to SEN
	<ul style="list-style-type: none"> Strategies and health intervention that can support the achievement of the outcome Frequency of access to the health professional, and whether it is through intervention in different settings, both home and school, or through regular appointments in a health setting Who will be responsible for implementing the strategies, intervention and support

Section H1 H2	Social Care provision required for the child or young person under 18 resulting from Section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970 and any other Social Care provision required for the child or young person in relation to SEN
	<ul style="list-style-type: none"> • Strategies and social care intervention that can support the achievement of the outcome • Frequency of access to support staff or child and family services • Who will be responsible for implementing the strategies, intervention and support
Section I	Placement Information
	<ul style="list-style-type: none"> • Description of the educational setting that should meet the needs of the child/young person, in both the Draft and Final EHC Plan • The name of the educational setting in the Final EHC Plan
Section J	Personal Budget (including arrangements for Direct Payments)
	<ul style="list-style-type: none"> • Any requests for personal budget to support the Child/Young Person's Education, with detail of access, this should relate to the outcomes in the EHC Plan • Any Direct Payments allocated to support the Care needs of the child/young person
Section K	Advice and Information
	<ul style="list-style-type: none"> • The Advice and Information that has been provided to support the assessment and writing of the EHC Plan: Section K will include details of the Section A; the reports and assessments from the educational, health and social care personnel, and any other agency involved • Details of the people attending the family meeting or the Review meeting, that have offered verbal contributions to the Plan.

See Section 3.5 – Completing Section A

See Section 2.5 – Outcomes in Education, Health and Care Plans

See Section 4.4 – Personal Budgets



Personal Budgets

Section 9.98 of the code of practice states that: The child's parent or the young person has a right to request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan.

This means that a parent or young person has the right to request a Personal Budget as part of the transfer review where it is confirmed that the local authority will prepare an EHC plan and during a statutory review of an existing plan.

Information on Personal Budgets and arrangements for requests for Personal Budgets is contained within the Local Offer.

Where a parent or young person is in receipt of a personal budget, the personal budget should be reviewed during the annual review of an EHC plan and particularly consideration will need to be given to:

- Whether the outcomes for which the provision delivered through a personal budget has been agreed have been met and hence whether there is an amendment required for that provision
- What that new provision should look like
- Whether this will continue to be arranged by a personal budget

Any proportion of the personal budget delivered by health or social care delivering provision detailed in Sections G or H of the EHC plan will need to be agreed with them for any continuation or extension and it is therefore important that relevant health and social care professionals are invited to the review in those circumstances.

Local Offer: Personal Budgets

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=4MaLjZ0HvLQ>





SECTION 5 – Statutory Responsibilities



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5.1 Supporting Children and Young People with Medical Conditions

Duty to Support Children/Young People with Medical Conditions

Since September 2014, schools have had a duty to make arrangements to support children and young people with medical conditions in terms of both physical and mental health, so they can play a full and active role in school life, remain healthy and achieve their full potential. Schools must have a policy for supporting children and young people with ongoing health needs and a named person who can be contacted by parents and the local authority. This should be reviewed regularly and be made readily available to parents. The policy must include:

- The procedures to be followed whenever a school is notified that a child / young person has a medical condition
- The role of the individual healthcare plans, and who is responsible for their development, in supporting child / young persons at school with medical conditions
- Arrangements for children who are competent to manage their own health needs and medicines
- The procedures to be followed for managing medicines
- What should happen in an emergency situation
- Details of what is considered to be unacceptable practice
- How complaints may be made and will be handled concerning the support provided to child / young persons with medical conditions

A Cumbria County Council model exemplar policy is available for schools to modify and adopt. This describes the essential points and is in line with the DfE Statutory guidance, "Supporting pupils at school with medical conditions" **See Template 7.8 - Model Policy for Supporting Pupils with Medical Conditions.**

An Individual Healthcare Plan describes exactly what support a child or young person needs in school, when they need it and who is going to give it. It should also include information about the impact any medical condition may have on a child or young person's learning and/or behaviour. It should be written with input from the child or young person, their family, relevant school staff and healthcare professionals. **See Template 7.9 - IHCP and Medicine Administration and Template 7.10 - Staff Medical Training Record.**



(Also see Flowchart below: A suggested Process for Developing an Individual Healthcare Plan)

The DfE has prepared a set of templates to help schools. Schools are free to adapt them as they wish, design their own templates or use templates from another source.

For a useful summary of the relevant legislation see links:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions
www.medicalconditionsatschool.org.uk

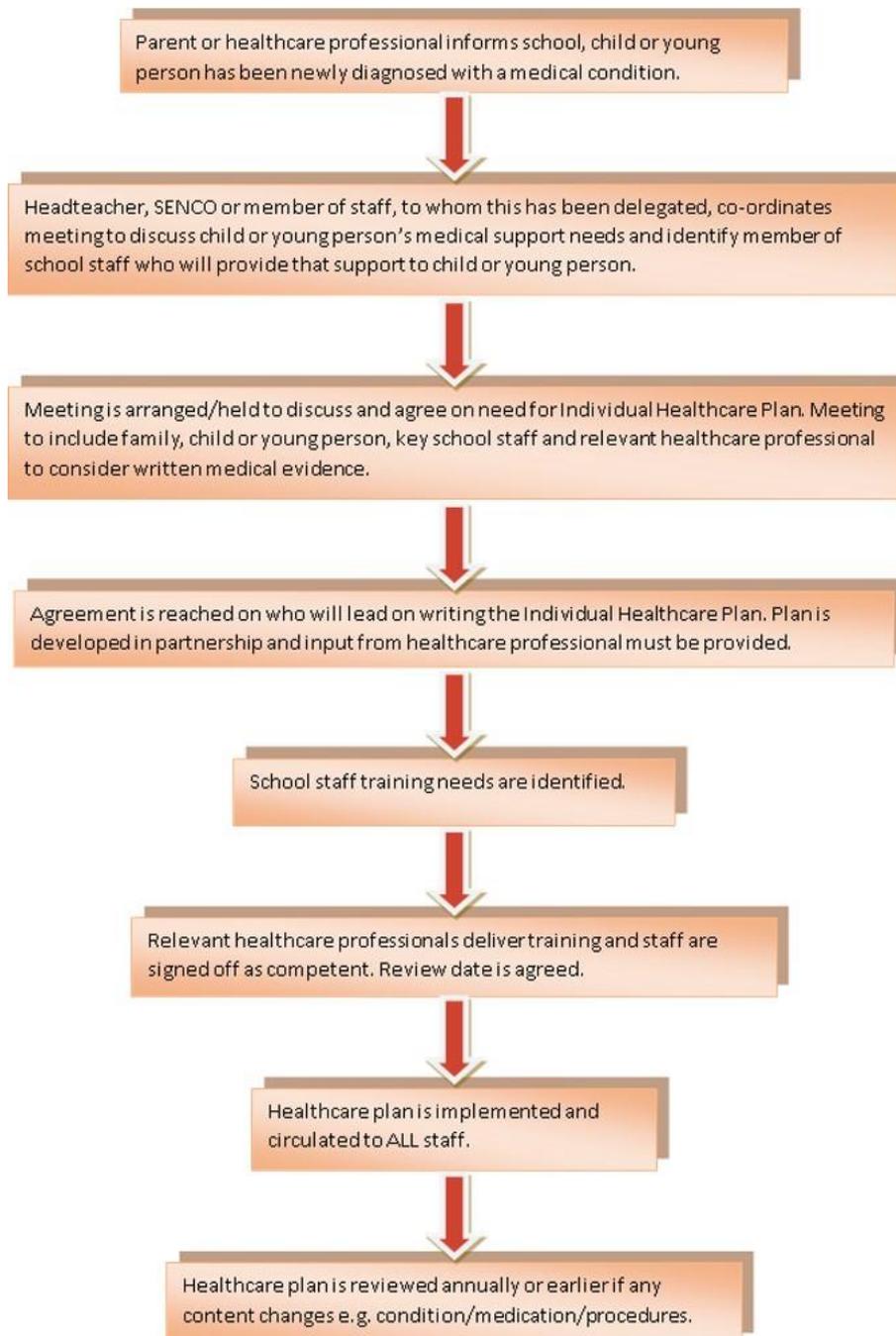
The Special Educational Needs and Disability Regulations 2014

<https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

E-school Nurse - Health support and advice for children in Cumbria

<https://www.cumbria.gov.uk/ph5to19/generalhealth/healthconditions/default.asp>

Flowchart: A Suggested Process for Developing an Individual Healthcare Plan.



5.2

Reasonable Adjustments

The Equality Act 2010

It is important legislation that protects people with disabilities in England Wales and Scotland from being discriminated against. The act protects children and young people in important ways.

Public bodies must plan ahead to remove any barriers that may disadvantage children and young people with a disability. This is called the Public Sector Equality Duty. Children and Young People are also entitled to reasonable adjustments.

What are reasonable adjustments in the context of education?

A reasonable adjustment is a change an educational setting should make so that a child or young person with a disability can do something which they wouldn't have been able to do otherwise. The law doesn't say exactly what a reasonable adjustment would be. This is because what's 'reasonable' may depend on the situation.

From 1 September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils.

Things that should be considered when decisions are made as to what is "reasonable" include:

- Cost to make the adjustment and how much funding education provider has to make the adjustment
- How practical it would be to make the adjustment
- The difference it would make to the disabled child or young people.

Examples of Reasonable Adjustments

Making 'reasonable adjustments' can be simple changes such as making sure that all lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair and the school does not have a lift.

Improvements to the physical environment

Changes to the physical environment that a school could make to increase access might include:

- lighting and paint schemes to help visually impaired pupils
- lifts and ramps to help physically impaired pupils
- carpeting and acoustic tiling of classrooms to help hearing impaired pupils

Improving the way information is delivered to children and young people with disabilities

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audio format
- using a symbol system

School curriculum

Adjustments that would help pupils with disabilities have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other pupils
- access to a modified curriculum

Assistive technology

Technology suited to the child or young person's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- touch-screen computers, joysticks and trackballs
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- Braille-translation software
- software that connects words with pictures or symbols

Some schools may already have this technology available or may be planning to get it.

If the child or young person has an EHC plan, the help that is detailed in their plan (which may include special equipment) must be provided.

More information on reasonable adjustments can be found in **Appendix I – Reasonable Adjustments**

Exam Access Arrangements

Annual updates for exam access arrangements can be found at www.JCQ.org.uk



5.3

Accessibility Plans

Accessibility Plans

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.

Schools must have a written Accessibility Plan. The Accessibility Plans should be available on the schools website and should be prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. Useful guidance can be found in the [Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#). The Accessibility Plan sets out the vision for all children and young people with Special Educational Needs and Disabilities (SEND) to have an inclusive education which provides opportunities for them to achieve positive outcomes, to realise their ambitions and to participate fully in their wider society. The information must also include information about the arrangements for:

- The admission of disabled children and young people, the steps taken to prevent disabled children and young people being treated less favourably than others.
- The facilities provided to assist access for disabled children and young people
- The school plans to increase access progressively over an identified period of time. The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

The Key Features of the Accessibility Strategy are:

- **Increasing access to the curriculum**

Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Schools need to consider how to improve the accessibility of the curriculum, covering teaching and learning, trips and visits and after school activities. Schools are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore schools are required to have an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly those with SEND. All schools must "use their best endeavours" to provide "high quality teaching that is differentiated and personalised" and which should "meet the individual needs of the majority of children and young people" (SEN Code of Practice 1.24).

The following is considered good practice:

- Develop effective classroom partnerships by differentiating the learning objectives and outcomes, ensuring all staff are fully briefed and can adjust the lesson to meet the needs of individual pupils. This partnership should be underpinned by encouraging independence amongst pupils.
- Develop a whole school approach that raises the capability of all school staff to assist in the teaching of pupils with SEND in mainstream settings. In particular this approach should focus on ensuring school staff can provide care and support for vulnerable pupils, and know who to speak to, to find out more.
- Make SEND a priority by ensuring there is a member of the governing body, or a sub-committee, with specific oversight arrangements for SEN and disability. This should include regular reviews between the Head teacher, SENCO and the governing body on how resources are being allocated and the impact of this allocation.

- **Improving access to the environment**

Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations. Since September 2012 there has also been a requirement for educational settings to provide auxiliary aids for disabled pupils subject to the Reasonable Adjustment Duty.

Support services from health, social care and education services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

- **Improving access to information**

This will include planning to make improvements that increase access to information for disabled pupils e.g. written information that is normally provided by the school to its pupils is available in alternative formats. Examples might include handouts, timetables, textbooks and information about school events are made available using enlarged print for a pupil with a visual impairment or providing the information using a symbol supported format for the pupil with a learning disability. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame. Schools should make sure they are proactive in researching and using a range of communication techniques and technologies, seeking the advice of relevant professional were necessary e.g. Specialist Advisory Teachers. Schools must also involve pupils and their families in decision processes regarding the accessibility of information.

Schools need to set out, on their websites, the information about what they provide for pupils with disabilities, including their SEN Information Report.

See Template 7.11 - CCC Accessibility Tool



5.4

Intimate Care and Toileting

Definition of Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas, such as cleaning up after a child/young person has soiled him/herself. In most cases such care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process as part of a staff member's duty of care. In the cases of specific procedure, only staff suitably trained and assessed as competent will undertake the procedure e.g. the administration of rectal diazepam.

Intimate care tasks specifically identified as relevant include:

- dressing and undressing (underwear)
- helping someone use a potty or toilet
- changing nappies
- changing sanitary products
- cleaning / wiping / washing intimate parts of the body

Approach to Best Practice

The management of all children/young people with intimate care needs should be carefully planned. The child/young person who requires intimate care is treated with respect at all times; the child/young person's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Safeguarding and Lifting and Handling) and are fully aware of best practice. Suitable equipment and facilities should be provided to assist with children/young people who need special arrangements following assessment from physiotherapist /occupational therapist. Training on moving and handling must be delivered by qualified trainers.

The child/young person will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff should encourage each child/young person to do as much for him/herself as he/she can. Intimate care plans will be drawn up for particular children/young people as appropriate to suit the circumstances of the individual. **See Template 7.12 - Intimate/Personal Care Plan**

Each child/young person's right to privacy must be respected. Careful consideration should be given to each child/young person's situation to determine how many carers might need to be present when a child/young person is toileted. Where possible a child/young person should be catered for by one adult unless there is sound reason for having more than one adult present. If this is the case, the reasons should be clearly documented. This could be due to the child/young person's; size, age, behaviour, medical issues etc. Risk assessments should be carried out to ascertain how many staff are required for hoisting, toileting etc. **See Template 7.13 - Toileting Risk Assessment**

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child/young person's health care plan. The needs and wishes of the child/young person will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

Definition of Personal Care

Although it may involve touching another person, it is less intimate and usually has the function of helping with personal presentation.

Personal care tasks specifically identified as relevant include:

- feeding
- administering oral medication
- hair care
- dressing and undressing (clothing)
- washing non-intimate body parts
- prompting to go to the toilet

Children/young people's intimate/personal care needs encompasses those areas of physical and medical care that most people carry out for themselves but are unable to do because of a disability or medical need.

Partnerships with parents/carers

Parents and carers have a key role to play in supporting effective toilet training. Parents may feel anxious and responsible when their child has not yet achieved this developmental stage. It is important to build up their confidence especially if they have already experienced difficulties in trying to toilet train their child. Some parents feel judged or blamed that their child has not reached this milestone, having tried very hard to help them become continent.

In order to have the greatest positive impact on a child/young person's learning and development it is vital that settings have effective partnerships with parents. This is particularly important where there is a special educational need or disability. Much of the information needed to make the process of the personal/intimate care needs comfortable for the child/young person comes from the parents/carer, this will include any religious/cultural sensitivities. Parents/carers should be given every opportunity to discuss and explain their child's specific needs with relevant practitioners. Parents/carers should be actively involved in the development of the SEN support plan and any other relevant plans to ensure consistency of approach in identifying and supporting intimate/personal care needs.

Health and Safety

Hygiene procedures are important in protecting both children and staff from the spread of infectious diseases. All staff must adhere to correct hand washing techniques.

Settings should have procedures in place to deal with situations when a child/young person accidentally wets or soils themselves or is sick whilst attending the setting. The same safety measures will apply for nappy/pull ups/changing.

This should include:

- staff wearing new disposable aprons and gloves when changing a child
- changing area/toilet to be left clean
- appropriate disposal of nappies/sanitary items
- paper towels to be available to dry hands
- hot water and soap or anti-bacterial hand wash need to be available at all times

Equality Act 2010

The Equality Act 2010(EqA) provides protection for anyone who has ‘a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day- to day activities.’

A physical or cognitive impairment includes learning difficulties, mental health conditions, medical conditions, and hidden impairments such as specific learning difficulties, autism, and speech, language and communication difficulties.

Delayed continence is not necessarily linked with learning difficulties, but children with global developmental delay which may not have been identified by the time they enter nursery or school are likely to be late coming out of nappies. It follows that it is unacceptable to refuse admission to children/ young people who are delayed in achieving continence.

Education providers have an obligation to meet the needs of children/young people with delayed personal care skills in the same way as they would meet the needs of those with delayed language, or any other kind of delayed development. Children/young people should not be excluded from any activities solely because of incontinence, neither should they be sent home to change, nor be required to wait for their parents or carers to attend to them at school.

Any admissions policy that sets a blanket of standard continence, or any other aspect of development, for all children/young people is discriminatory, and therefore unlawful under the Act. All such issues have to be dealt with on an individual basis and settings are expected to make reasonable adjustments to meet the needs of each child/young person.

1. Children who have not yet achieved toileting skills when they enter formal education:

This is usually a short-term problem and for these children the provision generally falls within the remit of the setting/school, and Health Service representatives, such as the School Nurse and Continence Adviser.

It would be for these professionals to develop a training programme for each child, involving the child, school and family.

2. Children who suffer from a physical/medical condition:

Where difficulties persist, there may be more complex issues to consider and further guidance and support may be needed from other professionals e.g., Specialist Medical Staff. It is important to discuss any continuing concerns with parents/carers and seek their agreement before involving further professional guidance and support.

3. Children whose toileting problems are part of their severe or profound developmental delay:

In such cases toileting could be a long-term issue and may never be achieved independently. Children with severe or profound learning difficulties would be expected to have an Educational, Health and Care Plan (EHC Plan) which would address this need.





5.5

Access to Education

In Cumbria, the majority of children and young people with SEND will attend a mainstream school or college near to home. The capacity of mainstream schools, in terms of experience and confidence, to meet the needs of children with SEND has increased significantly in recent years. There are now more children than ever with complex and significant barriers to learning who, with carefully planned support, are making both expected and above expected academic and social progress in their local mainstream school. This has enabled children with additional needs to be educated alongside their siblings and other children who live in their community.



Some parents (and indeed the young person themselves) express a preference for a school or college which is not the nearest one to home. Parents of children with special educational needs and disabilities have a right to express a preference for a setting which is not the nearest to home, and make an informed choice, in the way that all other parents do.

The information that schools publish on their website about the arrangements that are in place for assessing and meeting the needs of children with additional needs will be key in helping parents make informed decisions, as will the welcome and reception they receive when they visit.

All schools and colleges will recognise their duties in relation to the admission of children and young people and will not treat any child less favourably in this respect because of a reason associated with a special educational need or disability.

Guidance on Admission of Pupils with an Education and Health Care Plan can be found at: https://search3.openobjects.com/mediamanager/cumbria/fsd/files/guidance_on_admissions_of_pupils_with_ehcp_july_2020.pdf

Policy for the Admission Arrangements to Community and Voluntary Controlled Schools for 2021-2022 <https://cumbria.gov.uk/elibrary/Content/Internet/537/955/1052/17125/43537153742.PDF>

Government Publication - Information for admission of Summer born children <https://www.gov.uk/government/publications/summer-born-children-school-admission/admission-of-summer-born-children-advice-for-local-authorities-and-school-admission-authorities>

Part-time/Reduced timetable

Background

All Children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have and schools have a statutory duty to provide full time education for all pupils.

This document outlines the legal context for the Local Authority's request for schools to provide information about all pupils of **compulsory school age** that are on part-time/reduced timetables and those who are in alternative provision.

Part-Time/Reduced Timetables

School attendance guidance from the Department for Education states that:

“All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.”

In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Pupils on part-time timetables are therefore still incurring absences and for that reason every school **must** provide that information to the local authority giving the full name and address of the pupil concerned.



Part-time timetables **should not** be implemented to manage pupils with behavioural issues or used as a sanction, in these instances suitable support should be provided by the school. The school may use its power to direct a pupil off-site for education as an intervention to improve behaviour and this is set out in the Department for Education **Alternative Provision** statutory guidance.

If pupils are placed on a part-time/reduced timetable on the basis of a behavioural issue then this may be regarded as an unlawful exclusion and could result in a warning notice or a notification to the Regional Schools Commissioner.

Safeguarding and Educational Entitlement

Schools will be aware that pupils on part-time timetables may also be vulnerable and at increased risk not only of social and educational failure, but also of physical, emotional and psychological harm. As a result, it is important that all schools share information with the local authority when pupils are placed on part-time/reduced timetables. This is so that actions can be taken to ensure the pupil receives their educational entitlement and also to ensure that any necessary welfare checks are carried out.

Part-time/Reduced timetable and/or Alternative Provision Form

Good Practice

If pupils are placed on a part-time timetable then the following safeguards should be put in place:

1. Parents/carers should be fully informed and consent to an agreed part-time timetable.
2. Parents/carers and pupils should be actively involved in planning and reviewing any part-time timetables.
3. The Local Authority should be informed of any part-time arrangements.
4. The school should assign a member of staff to liaise with parents/carers, pupils and the Local Authority.
5. The Safeguarding Lead and the attendance lead at the school should be included in planning and monitoring of part-time timetables.
6. As part of the review process the effect of the part-time timetable on the pupil’s educational achievement should be closely monitored.

Alternative Provision

Keeping Children Safe in Education: September 2018 statutory guidance states:

“Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.”

Alternative Provision statutory guidance is also clear that good alternative provision is that which appropriately meets the needs of pupils which require its use and enables them to achieve good educational attainment on par with their mainstream peers and that, prior to placement, commissioners should assess whether the alternative provision offers high quality education and is suitable for the pupil’s individual needs.

Local Authority Request for information

Pupils Missing Out on Education – Ofsted Report November 2013 raised concerns that too many children were not receiving full-time education, and this was an issue in terms of education and safeguarding. All local authorities should know the provision, and the quality of the provision, for children not on a full-time timetable.

In order that the Local Authority can meet its duty to ensure that full-time provision is being made available please complete the Notification of a Part time timetable form for each and every pupil that is either on a part-time/reduced timetable or who is in alternative provision for all/part of the week.

See Template 7.14 – Notification of Temporary Part-Time Timetable

School attendance

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/attendance.asp>

Pupils with EHC Plans who are at risk of, or who have been permanently excluded from school

The purpose of the following flow charts are to formalise a process for how we respond when a pupil with an EHC plan is at serious risk of or recommended for permanent exclusion in line with the SEN Code of Practice and the statutory exclusion guidance, it is acknowledged that the SEN and Exclusion guidance are not compatible in terms of statutory timescales.

Legal Framework:- Special Education Needs (SEN) Code of Practice September 2017. Exclusions from maintained schools, academies and pupil referral unit’s statutory guidance September 2017.

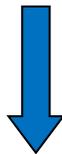
Before a school calls an early review, it is expected that they have been following the pupils EHC plan, made all reasonable adjustments and have taken external advice from whoever is named in the plan such as Specialist Advisory Teacher or Educational Psychologist.

Flowchart: Pupils with EHC Plans at risk of Exclusion

When a school has concerns about a pupil with an EHC plan in relation to exclusions the school should call an Interim Review (as per 25 Statutory Guidance Exclusions).

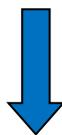


The school should invite the following as appropriate: Parent/pupil, Education Team Manager and/or EHC plan Coordinator, Special Advisory Teacher, Educational Psychologist, Senior Access & Inclusion Officer, CAMHS, Social Care if involved SENDIAS if requested by the parent



The Interim Review should follow the SEN Code of Practice process:

- Review what the school and others are doing to meet these needs currently
- Identify what the change in needs are for the pupil
- Focus on looking at the pupils needs and what provision and support could be put in place to meet outcomes
- Parents/pupil views



Following a period of intervention and evaluation. Amendments might be made to the EHC plan if required.

If the parent requests a change of school the SEND Team would follow appropriate process.

Flowchart: When a Head Teacher has made the decision to Permanently Exclude a Pupil with an EHC Plan

Head makes the decision to Permanently Exclude a pupil with an EHC plan they must inform parent and Local Authority without delay as per paragraph 27 of the exclusions' guidance.

Access & Inclusions inform the Education Team Manager/EHC plan Coordinator and the PRU of the exclusion and as appropriate SAT, EP.
Access & Inclusions Officer will make initial contact with the parent to explain the exclusion process.

Local Authority to arrange full-time education provision for the pupil by the 6th day following the decision.
Pre meeting to be held to discuss the above. Plan response for the interim review and proposed provision and support.

The school should call an Interim Review, and this should take place before the Governors Disciplinary Committee Meeting (GDC).
The school should invite parent, Education Team Manager, SAT, EP, Senior Access & Inclusion, Social Worker, CAMHS as appropriate.
SENDIAS if requested by the parent

The Interim review should follow SEN Code of Practice taking into account parent's views, looking at pupil's needs, progress, what the school are doing to meet needs.
Although the meeting is not a review of the heads decision to exclude there school be discussions about **incidents leading to exclusion** and **exploration** of whether the school have followed the pupils EHC plan and have made all reasonable adjustments.
When appropriate there may be some challenge if the school may not have followed the pupils plan and/or made reasonable adjustments.
Evidence needs to be shared demonstrating support/interventions carried out and this could be in the form of – SEN support plans/costed provision maps, behaviour support plans



Recommendations of the Interim Review could **include** additional advice/assessments from external professionals such as SATs, EP.

If the interim review recommends additional resource or a change of provision this would need to go the panel for consideration.

If the parent requests a change of school the SEND Team would follow appropriate process.

In terms of the 6th day provision, if the PRU state they are not in a position to offer 6th day provision or that it is not suitable for the pupil the Education Team Manager should refer the case to the Senior manager.

If a parent does not agree with an alternative to the exclusion, they should not be pressured to accept the alternative to avoid a permanent exclusion, this process should not deny a parent's right to challenge the exclusion.



5.5

Transitions - Supporting Children and Young People with SEN

Arrangements for supporting children and young people with special educational needs transferring between different phases of education.

Schools and settings are guided to develop personalised transition plans for children and young people with SEND.

The plans should be developed and shared with the child / young person, parents, carers and all relevant staff who are, or will be, working with the pupil.

Transition to a different classroom

This annual event may require completion of an environmental assessment. Ordinarily, visits to meet the new teacher, see the new classroom and taster sessions are set up in the Summer term.

Transition between educational settings

Transition should be seen as a process and not an event. It should be planned for and discussed with children and their parents/carers. Settings should communicate information which will secure continuity of experience for children and young people between settings.

See Section 2.3 – Developing a Pupil Profile

There are some actions expected of all educational settings whenever a child or young person with SEND is approaching a key transition between educational settings, regardless of whether the child or young person is leaving an early years setting, moving from primary to secondary school, Post 16 and beyond or moving schools in year.

There are a number of key transition times for children within the early years: from home into an early years setting, moving between rooms, changing providers or moving from a setting to a school. It is important the child is supported throughout this time if they are to have the best possible chance of a smooth transition.

A vital element to smooth transition involves the preparation and planning beforehand as well as the settling in or follow up afterwards.

Planning and preparing for transition into a setting may include the following core elements:

- Establishing relationships
- Sharing information
- Arranged visits
- Creating continuities
- Preparation in the setting
- Training and support
- Settling in and follow up review

Children with additional needs are likely to require a more detailed level of planning and more time to allow for things to be put in place. It is essential that the process is started early.

Leaving a setting

When a child or young person with SEND will be **leaving a setting**, it is expected that, wherever possible, the setting will securely transfer all SEND related documentation for the child or young person

to the next setting (this is likely to include assessment and progress data, welfare, attendance and behaviour information. The sharing of this information requires consent from young people aged 16 or over /students in Post16 settings).

For children and young people with complex and specialist needs, it is expected that, wherever possible, the setting will liaise with the SENCO/ relevant Learning support staff at the new setting. This may include the child or young person, along with their parents/carers and relevant staff from the previous setting attending a transition meeting with staff from the new setting.

Joining a setting

When a child or young person with SEND is due to **join a new setting**, it is expected that, wherever possible, the setting will offer an informal tour and/or visit for the child or young person and their parents/carers.

For children and young people with complex and specialist needs, it is good practice to establish a transition meeting for the child or young person, their parents/carers and the SENCO/additional learning support team. It can be helpful to include the SENCO/additional learning support team from the child or young person's previous setting.

Early years

Children and their parents /carers should be well supported through the transition process. Settings may also need some support in initiating a meeting, recording the information discussed and putting agreed actions in place before the change for the child occurs.

See Section 6 of the Early Years SENCO Toolkit – Transitions

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/early_years_senco_toolkit_1.pdf

The setting will need to have information about the child's health needs and any services which may be involved with the child. It is important to note that the child's development recorded in the Personal Child Health Record (PCHR, also known as the 'red book') will be a key piece of information. This will include assessments by the Health Visitors as part of the Healthy Child programme and also the Progress Check at Age 2.



For children with complex and specialist needs, the Early Years Team can provide additional support for the 'Settling In' process.

(See Section 10 of 'SEN and disability in the early years: A toolkit' by 4Children and the Council for Disabled Children) <http://www.foundationyears.org.uk/files/2015/06/Section-10-Transitions.pdf>

Early Years to Primary school

Wherever possible a meeting should be arranged between the early years setting and the school, with the parents/carers and the child if appropriate. Opportunities for schools to visit settings and vice versa can support the child during this transition process. The school staff can meet the child and their parents/carers and start the building up of new relationships as well as see how the child learns and develops in the setting.

See Section 6 of the Early Years SENCO Toolkit – Transitions

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/early_years_senco_toolkit_1.pdf

Government Publication - Information for admission of Summer born children

<https://www.gov.uk/government/publications/summer-born-children-school-admission/admission-of-summer-born-children-advice-for-local-authorities-and-school-admission-authorities>

If the child has complex/specialist needs, the Early Years Team may offer further support in this process.

Primary to Secondary school

For children with an Education Health and Care Plan, discussion around the process of primary to secondary transfer ordinarily starts at the Year 5 annual review.



Link to Annual Review paperwork

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=IAdnAyDWAvM>

When deciding on a school, parents/carers should first give consideration to their child attending their local, priority area mainstream school. This is in line with The SEND Code of Practice which stipulates the right to mainstream education for all children.

Cumbria County Council is committed to considering what additional support can be offered to assist mainstream schools in making the “reasonable steps” required by legislation to ensure that children with SEND are not disadvantaged, and this will be considered prior to any agreement for a more specialist placement.

To enable a smooth transition to a new school, Primary SENCOs and Class teachers are encouraged to meet or liaise with relevant staff from the new school to share arrangements for supporting children and young people with special educational needs.

Many secondary schools will have links with partner primary schools, and this can work to minimise the impact of transition.

For transition to secondary school, Primary SENCOs are guided to liaise carefully with the SENCOs / Pastoral staff at the secondary school.

Secondary SENCOs / Head of Year 7 / Pastoral staff are usually invited to attend the Year 5 or Year 6 Annual Reviews so that they can meet the pupil and parents, answer any questions the parents or pupils may have and discuss any transition work / visits to be arranged.

To enable a smooth transition to secondary school, Primary SENCOs and Year 6 teachers are encouraged to meet or liaise with relevant staff from the secondary school in the Summer term to share assessment and progress data, welfare, attendance and behaviour information and where necessary, with information about friendship groups.

From Year 9 onwards, including for children in special school settings, the involvement of Inspira is established.

Note for parents

Identifying future secondary educational settings in as timely manner as possible is important. It is helpful for children, young people and their parents / carers, ahead of the Year 5 annual review meeting, to have thought about the transfer and have made any required visits.

Parents/carers should inform the child or young person’s current educational setting of their wishes prior to this review also. This will help the current educational setting to make arrangements for the appropriate attendance at the annual review meeting from staff who will work with the child/ young person at their next educational setting.

Transfer to secondary schools:

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/lss/applyforasecondaryschoolplaceforsept17/transfertosecondaryschoolinseptember2019.asp>

Post 16

From year 9, annual reviews should be treated as Preparing for Adulthood and include consideration of employment, independent living and inclusion in the community - if a preferred Post 16 setting is identified they must be invited to Year 10/11 annual reviews.

An Inspira Adviser will have spoken with the young person and attend the Year 9 review where possible.

The Cumbria Preparing for Adulthood route planner should be used to inform discussion: [24403_preparation_for_adulthood_planner_send_may21.pdf \(openobjects.com\)](#) also See Section 5.7 – **Preparation for Adulthood**

In Year 11, schools engage in the planning for Post 16 transition. The Inspira Advisers understand that the needs of each young person is unique.

The Inspira Advisers plan to meet with parents and students in the Autumn term of Year 11 and arrange a follow up session in the Spring and Summer terms.

Their work includes the development of a progression plan; where possible, attendance at, or the provision of a report, ahead of the EHCP review meetings; general careers advice; advice on courses; help to complete applications; liaison with schools, colleges and work places; familiarisation visits to providers; interview skills; Special Transport application support (where relevant).

The EHCP continues until the student has completed their learning and can remain in place until the end of the academic year in which a young person turns 25 years of age.

Young people with EHCP's may need longer in education or training in order to meet their outcomes and make an effective transition into adulthood, however, this does not mean that there is an automatic entitlement to continued support until the age of 25.

Inspira work beyond Post-16 to develop a tailored approach to match and support identified needs and wishes as the students move forward into young adulthood.

For information on Inspira :

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=uVnGj1kpBDE>

Securing Good Transitions: a resource pack to support next steps for key stage 4 pupils with SEND.

<https://resources.careersandenterprise.co.uk/resources/securing-good-transitions-resource-pack-support-next-steps-key-stage-4-pupils-send>



5.6

Preparation for Adulthood

Transition to Adulthood

It is vitally important that all young people (including those with disabilities) are supported to achieve the best possible outcomes as they move into adulthood. Without the right support this transition can become more difficult and stressful than necessary, having a negative impact on the young person's wellbeing, happiness and progress.

Under the Children and Families Act 2014, children with Special Educational Needs and Disability (SEND) who have an Education, Health and Care Plan (EHC Plan) must start planning from age 14 years old (School Year 9). Local authorities must ensure that the EHC plan review at Year 9, and every review, thereafter, includes a focus on preparing for adulthood.

Young people want to have full lives with control of their support and choices about their futures. This could include staying in their family home or moving away to a new location. If a young person is likely to have needs when they turn 18, they must be assessed to consider if there is 'significant benefit' in receiving additional care and support and what that might be. As they move into adulthood, involving young people in the planning and decision-making process is of great importance. They will require information and advice in the form of person-centered planning. It is important that support is given to ensure the young person can reach their full potential and achieve their aspirations.



The National Development Team for Inclusion (NDTI) www.ndti.org.uk is a national organisation that support and promote the Preparing for Adulthood service. It is a programme put together as part of the Delivering Better Outcomes Together consortium and aims to help young people gain skills in order to support their transition into adulthood. The NDTI Preparing for Adulthood organisation offer a range of programmes, one of which is the Preparing for Adulthood scheme.

The Preparing for Adulthood (PfA) www.preparingforadulthood.org.uk is a programme which works in partnership with Local Authorities to implement best practice from the earliest years for better outcomes for young people with SEND. There are three key strands of work:

1. Development and implementation of good practice through the PfA Demonstration Sites
2. Best practice and information sharing
3. Regional support in relation to all PfA outcomes and partnership working through events and networks

Local Offer – Preparing for Adulthood

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-3>

Cumbria Guide to Transition – Moving from school to adult life – Planning for the future

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/transition_from_school_to_adult_life_-_planning_for_the_future_policy.pdf

Further Education (Post 16) Placement Process

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/further_education_post_16_placement_process_1.pdf

Preparing for Adulthood

Route Planner

Cumbria SEND Improvement Programme

What does preparing for adulthood (transition) mean and when does it start?

Preparing for adulthood is about taking steps to ensure that young people with special educational needs and disabilities receive the right level of support to enable them to live as full and active a life as is possible.

The 4 main things that young people say are important to them are:

- ▶ Employment
- ▶ Independent living
- ▶ Community inclusion
- ▶ Health

These areas should be discussed as part of transition planning which usually starts in Year 9 (13 or 14 years old) with the annual review of a young person's Education, Health and Care Plan.

What do I want to do in the future?

Age 13-14

- Who will be able to help me?
- Which services need to be involved?
- Who needs to come to my review meetings or send reports?
- I may need a Continuing Healthcare Assessment. My plan should be centred around my needs, hopes and aspirations for the future.

Age 15

- Have my goals changed?
- What needs to happen?
- Who needs to help?
- Are there any schools or colleges I need to visit?
- Do I need a benefits check?

Age 16

- This could be my final year at school. Have my goals changed?
- What job do I want?
- What do I need to be independent?
- Do I want to stay at school or go to college?
- What support might I need when I am an adult?

Age 17

- Update actions.
- Have my goals changed?
- What needs to happen?
- Who needs to help?
- Do I need a referral to Adult Social Care for assessment to help my support planning?

Age 17 1/2

- Has a referral to Adult Social Care been made?
- Is my GP involved?
- Are my benefits in the right name?
- Will I have a personal budget? Who will help me with this?
- What further learning do I need?
- Where do I go for signposting and support?

At 18 I am an adult

Age 18-19

- Do I want to follow a higher education or employment pathway?
- Am I getting the right benefits?
- Are there any community services I can use to build relationships?

Age 19-25

- I can live the life I want and do the things that are important to me as independently as possible.
- I am able to have a good time with my friends.
- I am part of my community.
- I have good health.
- I am in employment or training.

Throughout the preparing for adulthood process

- All reviews and plans should be centred around my needs, hopes and aspirations for the future.
- I need to agree who will need and can be sent information about me, including adult services.
- I will need my CP to have information about me.
- Each meeting should be recorded and shared with the people who support me now and those who are going to be supporting me as an adult.



SECTION 6 – Appendices



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Education Social, Emotional and Mental Health (SEMH) Pathway

The pathway regards behaviour as communication of underlying needs, views or causes. It summarises support approaches associated with each step and gives some links to associated resources.

School Ethos: Principle, Policy and Practice	Step 1 – School Led Best Practice	Step 2 – Get external advice (individual pupil)	Step 3 – Get further support
<p>The school should have an explicit statement of its ethos and principles which should be shared with the community and implemented in daily practice. Policies should be in line with statutory guidance and with the Cumbria Inclusion Strategy and should include:</p> <ul style="list-style-type: none"> • Inclusion policy • Governors statement of behaviour principles • SEND policy • Children Looked After (CLA) and previously CLA • Equality and Diversity, including Equality objectives • Anti-bullying policy • Safeguarding • Curriculum (link to RSE guidance) • Code of conduct (staff, pupils, parents/carers) 	<ul style="list-style-type: none"> • Assess-plan-do-review cycle • Consult CCC website/the Local Offer for advice and information • Input from the School council and views of the child/young people • If CLA, consult the Virtual School team. If previously CLA, the Virtual School offer advice and information • Engagement with other schools, SENDCo clusters, Inclusion Panels • Consult guidance on completing positive behaviour management plan • Parental engagement • Email/telephone/discussion with the SEND teaching support team, Educational Psychologist, Behaviour Emotional Well Being Officers, and Access and Inclusion team, Early Help providers, Child and Family Support service, 5-19 Public Health Team, My Time • Consider using Anna Freud toolkit to measure and monitor mental wellbeing • Consult DfE case study guidance for ideas on how to support mental wellbeing 	<ul style="list-style-type: none"> • Consider using Early Help process • Consider starting SEND Early Help process • Consider using e-school nurses service • Seek advice and outreach support from Pupil Referral Unit • Children and Family Support (0-19 years) • 3rd Sector (other local community support groups and organisations) • Youth Offending Service • Channel Panel (concerns regarding potential radicalisation / extremism) • Local Focus Hubs (police community problem solving hubs for community issues) • Seek advice from CAMHS/My Time Single Point of Access 	<ul style="list-style-type: none"> • Request statutory EHCP assessment • Early Help Panels • Liaise with Pupil Referral Unit regarding possible dual registration • Consider alternative provision to broaden curriculum offer • Consider a managed move



6.2

Sample Child Friendly IEP

Appendix B

Name		DOB		Year	
Start Date		Review		Signed, Child/Parent	
What I need to learn now	What help will I need	Who will help me	How can I help myself	How many times have I achieved it? (Smiley Stamp and date)	Additional Comments
<u>Communication and Interaction</u> I will stop and listen when I hear my name	I will be able to see cards to remind me to look and listen well.	My teachers will use my name to remind me. I will have a reward target card to show when I am doing well	I will look at a person when they are speaking and listen to what they are saying		
<u>Cognition and Learning</u> I will focus on the work I have been given in class and work independently for at least 10 minutes.	An adult will make sure that I understand what I have to do. I will have a sand timer to remind me how long I have to work.	I will get on with my work when I know what to do. I will tell the teacher if I don't understand.	I will get on with my work when I know what to do. I will tell the teacher if I don't understand.		
<u>Social and Emotional Well being</u> I will share and take turns with other children at my table	I will be given help to play games with other pupils and to share things. I will need praise to know I am doing well	I will have a reward target card to show when I am doing well	I will play games with other pupils and take turns. I will share things with other pupils in my class.		
<u>Physical and Sensory</u> I will use the Big Keys Keyboard to record my work	I will have the time to learn how to use keyboard to record my ideas. I will learn how to save my work.	An adult will help me when I have forgotten what to do. I will have pictures to remind what to do.	I will only use it to do the work I need to, until an adult says that I can do other things when I am finished.		

Date..... Signed - Pupil..... Signed - Parent..... Signed - Teacher.....



6.3 SEND Code of Practice 'Schools Must' Checklist

Appendix C

SEND Code of Practice: 'Schools Must' Checklist

Roles and Responsibilities	SEND Code of Practice reference	✓
Governing bodies must ensure that there is a qualified teacher designated as SENCO for the school. The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment	6.84 6.85	
Schools must appoint a designated teacher for looked after children. Where a looked after child is being assessed for special educational needs, it is vital to take account of information set out in the Care Plan. SEND professionals must work closely with other relevant professionals involved in the child's life as a consequence of him/her being looked after. These include the social worker, designated doctor or nurse, independent reviewing officer (IRO), Virtual School Head and designated teacher in school.	10.2 10.7	
The school's governing body must ensure that arrangements are in place in schools to support children and young people at school with medical conditions.	3.66	
Schools must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people when carrying out their functions.	3.8	
Schools must ensure that children and young people with SEND engage in the activities of the school alongside those who do not have SEND.	6.2	

High Quality Provision	SEND Code of Practice reference	✓
Schools must use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's special educational needs.	6.2	
Schools must inform parents when they are making special educational provision for a child.	6.2	
High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high-quality teaching and is compromised by anything less.	1.24	

Schools must co-operate with the local authority in the EHC plan review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.	6.56	
Additional musts for assessments for EHC plans and reviews in chapter 9.	Chapter 9	

Publishing Information	SEND Code of Practice reference	✓
<p>Special Educational Needs and Disability Regulations (2014) All schools must publish details of what SEN provision is available through the SEN information report. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for children and young people with SEND. The information must also include information about:</p> <ul style="list-style-type: none"> • the arrangements for the admission of disabled children and young people • the steps taken to prevent disabled children and young people from being treated less favourably than others • the facilities provided to assist access for disabled children and young people • the schools' accessibility plans, showing how they plan to improve access progressively over time <p>The school-specific information should relate to the school's arrangements for providing a graduated response to children's special educational needs. It should elaborate on the information provided at a local authority-wide level in the Local Offer. Further details of the information that must be included in the SEN information report are available in section 6.79 of the SEND Code of Practice.</p>	<p>3.7</p> <p>4.34</p> <p>4.35</p> <p>6.79</p>	
<p>Equality Act 2010 Schools must publish information to demonstrate their compliance with the general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.</p>	3.8	

Working with others	SEND Code of Practice reference	✓
Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4).	6.8	



6.4

What Makes a Good SENCO

Appendix D

A good SENCO will have effective assessment and planning information.

Questions a good SENCO will consider will include:

- Have I got the right information, and can I show how the information helps the adult support the needs of each pupil?
- How is it helping to evaluate the progress the pupils are making?
- What other information do I need to help evaluate the progress the pupil is making over time?

A good SENCO will routinely consider and clearly communicate:

- The use of additional adults / the use of different sensory resources
- What targets are being worked towards
- The promotion of independence skills and opportunities for pupils to make choices
- Management of transitions between activities
- Personal development, behaviour and welfare of all pupils
- Successful teaching strategies that support good outcomes for pupils
- Relevant training opportunities for staff
- Communications with and expectation of parents?
- Any areas for improvement?
- Follow-up of agreed actions

A good SENCO will be continuously evaluating the quality of Teaching, Learning and Assessment for pupils and through self -evaluation will ask:

- What strengths do I have as a SENCO in this school?
- Can I clearly identify strengths and any areas for development?
- Can I show that there are positive relationships and that high expectations are modelled well by all my staff? Can I evidence this?
- Are my SEN Teachers planning activities carefully and taking account of individual pupils learning needs, the promotion of independence skills and qualities and the reinforcement of key skills?
- Do my Staff know their pupils well and understand the needs?
- Is the well-being of our pupils very well supported and are they kept safe? Can I show this?
- Do I give positive verbal feedback and concrete reinforcement?
- Do my teachers encourage pupils to stay engaged with activities and enjoy their learning?
- Am I able to clearly demonstrate that additional adults are used well to support learning outcomes? Are they well led by teachers to ensure that the individual needs of pupils can be met in the targets they are working towards?
- Can I clearly show how adults use a wide range of multisensory resources to reinforce pupils learning?
- Can I clearly demonstrate that little learning time is lost during transitions to different activities and health interventions do not interrupt learning?

- Are all relevant adults recording the progress made by pupils carefully to ensure they make good or better progress over time towards the targets?
- Have I got training records for teachers and additional adults?
- Have I got pupil progress tracking information from individual starting points?
- Can I demonstrate evidence of parent or carer liaison/ feedback?
- Can I demonstrate evidence of effective liaison with other professionals, e.g. CPS / SEND TST, Speech and Language Therapists, Occupational Therapists, Social Workers, School Nurses, other external specialists?
- Have I got access to a record of attendance of individual pupils?
- Do I have well- structured case files?
- Do I read and share and review all EHCPs appropriately?
- Am I inviting the right people for the right reasons to EHCP meetings?

A good SENCO will actively consider areas for development and might ask:

- Do my pupil profiles include how pupils express their dislikes or concerns?
- Are they enabled to show early signs of distress or dislike and is this recognised by all adults?
- Am I providing maximum opportunities for pupils to interact with each other, as well as adults?
- Am I helping them to develop a better awareness of their peers?
- Am I providing additional opportunities to allow pupils to make choices and respond to stimulus/prompts that would further promote their independence skills?
- Am I, as SENCO, giving parents information about how well their child is progressing, how well their child is doing in relation to the standards expected and what their child needs to do to improve?

A good SENCO will have a clear awareness and oversight of what is happening in the classrooms.... they will be able to show evidence that suggests:

- Their teachers are using effective planning to help pupils learn well
- Their time in lessons is used productively
- In lessons, the teachers develop, consolidate and deepen the pupils' knowledge, understanding and skills
- They give enough time for pupils to review what they are learning and to develop further
- Their teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning
- Their teachers are using a secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking
- Their teachers are using questioning skilfully to probe pupils' responses and are reshaping tasks appropriately
- Their teachers are providing pupils with appropriate explanation, so the pupils better understand new concepts
- Their teachers are tackling misconceptions and building on pupils' strengths
- Their teachers are promoting equality of opportunity and diversity in teaching and learning and the SENCO can evidence this

An OUTSTANDING SENCO will be able to show evidence that suggests:

- Their teachers demonstrate deep enough knowledge and understanding of the subjects in which they support. They use questioning, highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Their teachers plan their support in lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour, highly effectively with clear rules that are consistently enforced.
- Their teachers provide adequate time for practice to embed pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.
- Their teachers check pupils understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Their teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
- Their teachers have consistently high expectations of all pupils' attitudes to learning.
- Their pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons.
- Their teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Our pupils love the challenge of learning.
- Parents of pupils are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected.
- Parents are given guidance about how to support their child to improve.

An OUTSTANDING SENCO will be able to skilfully evaluate Outcomes and be asking:

- Do I clearly know, and can I demonstrate the proportion of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above low in each cohort? (This does not necessarily include all children have an EHCP or those within a resource base).
- Where our pupils are working below expected standards, can I competently discuss the progress for these pupils in relation to their starting points and demonstrate how I review any assessment information used?
- Can I clearly demonstrate the impact of funded support for our group of learners in terms of reducing any differences in their progress and attainment?
- Have I got concrete evidence to show how the views of pupils are gathered and acted upon?
- Can I demonstrate if or where the identification of special educational need leads to additional or different arrangements being made and consequent improvement in progress?

- How am I evaluating Transitions? Do I ensure transitions are managed in order to evaluate how well pupils are prepared for the next stage of their education.....? Some pupils may join or leave at different points in the school year..... There may be many schools to liaise with because pupils come from a wide geographical area..... Can I show this?
- Can I demonstrate my secure working relationship with other schools and with primary colleagues? E.g. Attending Transition / Annual reviews, meeting with teachers, SENCOs, key professionals, parents. Joint planning and preparing of transition plans, visits. Ensuring reciprocity?
- Have I got examples of the initial assessments used to determine pupils accurate starting points on entry?
- Have I got current pupil progress tracking information?
- Can I show how teacher assessments are externally moderated if P levels or the Engagement model are used?
- Have I got records of all staff training and professional development opportunities offered and can I show the impact this has had?
- Have I got clear data re; pupil numbers, ages and range of needs, being supported?
- Have I got good samples of pupils' case files and EHCPs?
- Can I show timetables to determine when pupils are in lessons or receiving therapeutic support or any interventions?
- Can I show tracking to demonstrate the effectiveness of the interventions being offered including liaison and feedback from other professionals?
- Can I show how well our parents are being supported and involved? E.g. parental contact / feedback / compliments / home/school diaries, details of any parental complaints, attendance at parents evening / unplanned events?



SEND Information Report - Information might be communicated in the following manner...

<p>What expertise do the staff team have with regards to meeting the needs of pupils with SEN?</p>	<p>Ann Example has been SENCo at the school since 2014 and has recently completed her Master's Level National SENCo Award Qualification. Ann has completed a number of qualifications relevant to working with children with SEND including a Post Graduate Certificate of Education in Autism (Children).</p> <p>There are currently 22 members of staff who work within the SEN department of the school. 20 of these are staff who work directly with pupils, either supporting them in class or delivering intervention in small group and individual sessions.</p> <p>The school has recently employed a member of staff on a year long contract who is a qualified speech and language therapist (October 2016). This is in response to the high number of pupils who have been identified as having significant speech and language needs. This member of staff will work for two days a week helping deliver speech and language programmes to individuals who have been assessed as requiring additional support.</p> <p>There are currently two members of staff who have completed the accredited nurture group training and are responsible for delivering the nurture based curriculum within a specific programme.</p> <p>Due to the high number of pupils who would benefit from some of the provision offered through the school's nurture groups it is possible that there will be a short delay between a child having a specific need identified and when they are able to access the nurture group.</p> <p>In the past 12 months we have had 20 pupils who have accessed our nurture group interventions. Evidence shows that this has had a marked improvement in the attendance of those pupils who have had input from our nurture team and has resulted in more positive experiences in school. From the evidence we have accumulated over the past 12 months, and looking at the likely need in the coming year, the school have decided to invest in additional training for an additional higher level teaching assistant, increasing our capacity to offer nurture based interventions to those pupils identified as possibly benefitting from these approaches.</p>
<p>Straight Forward language</p>	<p>Accurate and up to date</p>
<p>Empowering</p>	<p>Reflective</p>

The information included above is an example of what the content of a section of the SEN Information report may look like; it is not intended to include all the information required.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

<p>1</p> <p>Create a positive and supportive environment for all pupils, without exception</p> 	<ul style="list-style-type: none"> An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.
<p>2</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p> 	<ul style="list-style-type: none"> Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.
<p>3</p> <p>Ensure all pupils have access to high quality teaching</p> 	<ul style="list-style-type: none"> To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding.
<p>4</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> 	<ul style="list-style-type: none"> Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <i>Building Evidence to Work: A Schools Guide to Implementation</i>.
<p>5</p> <p>Work effectively with teaching assistants</p> 	<ul style="list-style-type: none"> Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF's guidance report <i>Making Best Use of Teaching Assistants</i> provides detailed recommendations.

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

High-quality teaching for pupils with SEND

The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Rachel Rossiter, Assistant Head and SENCO in a school in Suffolk

Scaffolding

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.

Explicit instruction

Explicit instruction refers to a range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.

Technology

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.

Cognitive & Metacognitive strategies: chunking

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.

Flexible grouping

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.



My Pupil Profile



Name

Date of Birth



What people admire/like about me

This section lists the positive qualities, strengths, skills and talents of the child or young person

What is important to me

This is what really matters to the young person from their perspective (even if others do not agree).

- Important activities and hobbies, and when, where and how often these take place.
- Any routines that are important to the young person
- Important and favourite lessons and school activities
- Hopes and aspirations for the future.
- Things to be avoided that are particularly important to the young person

Who is important to me

Who the important people are in the young person's life, and when and how they spend time together. This is a list from the child or young person's perspective (even if others do not agree).

It could include:

- Sitting next to Peter in class, and spending lunch time with him.
- Mrs Thomas making me laugh in the taxi on the way to school

How to support me

This is a list of how to support the child or young person at school, and what is helpful and what is not. It includes what others need to know and what they need to do or avoid doing. It is important to balance this section with what is important to the child and young person and not just what is important for them.

My Profile was completed with...

Date





6.8 Provision Map Sample Appendix H

Sample Provision Map for an Individual Child or Young Person

The purpose of this Provision Map is to describe the provision/support currently being offered to an individual child or young person and detail the costs of this provision. It can be used in support of a statutory assessment for an EHC plan and it can also show the parents and the LA, at the time of the annual review, how the funding in an EHC plan is being used. (Element 2 and 3 are based on the current LA funding formula)

Completion Date:	27/02/19	31/10/2014	Allocated Funding		Summary of Costs	
Start Date of EH / EHCP	*****	*****	Element 2 (School)	£7,150.00	Support Costs	£9731.17
Child/Young Person's Name	*****	*****	Element 3 (LA Top up)	£2,600.00	Resources Costs	£30.22
DoB/ Year Group	15/11/2009	5	Total Funding	£9,750.00	Total Costs	£9761.39
Primary Need	Communication and Interaction		Number of Sessions per Week	Total Hours per Child/ Young Person	Supporting Staff	Specific Equipment / Resource Cost
Type of Intervention/Activity	Type of Provision	Number of Pupils in Focus Group	Length of Session in Hours			
Speaking and Listening	Small group	4	0.5	2	STA	
Understanding Emotions	Small group	3	0.5	2	STA	
Literacy	1-1 in class	1	1	5	TA	
SMART Moves	Small group	3	0.33	3	TA	
Lunch time club	Small group	6	0.75	5	Midday Supervisor	
Friendships (SEAL)	Small group	4	0.5	1	STA	
PE	1-1 in class	1	1	1	TA	
Art	1-1 in class	1	1	1	TA	
Numeracy	in class- Small group	4	1	5	TA	
End of day relaxation/calm time	1-1	1	0.25	5	SENCO	
Science	1-1 in class	1	1	1	STA	
Topic	in class -Small group	4	2	1	TA	
Writing slope						£6.93
Move/sit seat/wedge						£23.29
Totals				12.66		£30.22



Further Examples of Reasonable Adjustments

Speech and language and communication needs

- Focus on the teaching of vocabulary by:
- Selecting key vocabulary to teach
- Supporting the teaching with visual cues
- Teaching definitions of key words with age-appropriate language
- Providing consolidation activities to reinforce the word learning
- Modify adult language so that it is unambiguous, not complex and clearly delivered.
- Keep instructions simple and give them in the order they need to be done.
- Repeat instructions when necessary and allow processing time.
- Use visual tools to support learning language and organising information for tasks.
- Teach strategies that support the development of independent learners.
- Provide written information in a straightforward style.
- Support the development of conversational skills and other aspects of social communication.
- Be aware of the strong links between language and literacy and recognise the importance of oral language for successful literacy skills.

Social emotional and mental health needs

- Use a multi-sensory approach to maximise pupil engagement and thus learning
- Be sensitive to potential frustration and confusion, which can lead to increased anxiety in the school environment
- Values and expectations of conduct are based on equal rights and the responsibilities of all to the preservation of rights.
- Incidents of misconduct are investigated without judgement or discrimination and all parties provided with opportunities to be heard through a range of means so that they can communicate views e.g. restorative approaches.
- When addressing communication needs, avoid asking pupils to speak unless they are comfortable to do so, instead offer alternative methods of communication.
- Ensure expectations for attention during learning activities match the pupil's attention ability (ADHD/ADD/SLCN/SEMH needs).
- Minimise distractions in environment and task design
- Provide specified sensory diet e.g. movement breaks and/or fiddle objects to support attention ability.
- Carefully consider presentation of work sheets, sectioned or chunked to adjust quantity and minimise anxiety due to overload.
- Provide pupils with photocopies of key text to allow for highlighting.
- Regularly place the child in a group where they can contribute knowledge.
- Ensure that the adult-child interaction uses evidence-based positive, assertive, non-confrontational strategies that consider the emotional and social developmental age of the pupil or any identified anxiety conditions and are based on principles of unconditional positive regard.

- Ensure the work/materials suit the pupil's cognitive ability, as well as reading age. Consider the cognitive 'load' of the task and ensure that the materials match the pupil's cognitive ability and consider any known anxiety issues affecting the pupil.
- Ensure adequate reinforcement/consolidation of reading and writing skills to the level of automaticity.
- Use colour and visual clues to support reinforcement.
- Help the pupil organise themselves by developing visual timetables, prompts and structures to support their memory and routines.
- Use alternative methods for recording content, specifically methods that support revision.
- Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness or quantity.

Cognition and Learning

- Train staff on how to assess and meet the needs of pupil with learning disabilities, including recognition that these pupils will need more processing time and make slower progress in core subjects than their peers.
- Carry out baseline assessment of pupils, aimed at their developmental stage, to identify gaps in skills and knowledge, and address these through explicit teaching.
- Provide adequate time and support for teaching and consolidation of reading, writing and numeracy skills to the level of automaticity.
- Use cumulative approaches to teaching, where prior learning is regularly revisited alongside small amounts of new information.
- Prioritise the teaching of generalisable skills and life skills, allowing opportunities to practice these in a wide range of contexts.
- Use a multi-sensory approach to maximise learning and pupil engagement.
- When addressing literacy needs, avoid asking pupils to read in public unless they are comfortable to do so, instead find an area of strength for them to demonstrate.
- Regularly place the pupil in a group where they can contribute knowledge.
- Ensure the work/resources suit the pupil's chronological age, as well as developmental stage.
- Use colour and visual clues to support reinforcement of key language and information.
- Carefully consider presentation of work tasks i.e. font and type size, quantity of written text, accessibility of language.
- Provide pupils with photocopies of text to allow for highlighting of key vocabulary, and to reduce dependency on written note taking.
- Demonstrate new concepts in a practical way, using relevant manipulatives, before moving to representational approaches (i.e. tables or charts) and finally abstract approaches (i.e. using mathematical symbols).
- Help the pupil organise themselves by developing visual timetables, prompts and structures to support their memory and routines.
- Use alternative methods for recording (i.e. mind maps, photographs, voice recordings), with a focus on methods that support revision of prior learning.
- Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness or quantity.
- Provide interventions as outlined in Class Planning and/or EHCP.

Autism and social communication

- Use of a visual timetable to enable the child to make sense of their day to lower anxiety
- Use of visual supports for tasks, including world maps, tables' grid etc to enable processing time
- Regular, timetabled sensory or movement breaks
- Access to a quiet space
- Differentiated tasks and simplified language
- Clear beginnings and endings to tasks and use of a task planner
- Support for social interaction and understanding

Sensory and physical needs

- Ensure that all pupil coat pegs, drawers and furniture are at appropriate heights
- Sinks, taps and play equipment to be at a suitable height and suitable for pupils with poor motor skills
- Playground markings to promote appropriate motor planning games and route planning
- Handrails to be placed adjacent to steps
- Adjustable height furniture in science and technology rooms
- Alternative means of access determined to avoid difficult steps
- Doorways to be wheelchair accessible
- Fire doors to be suitable and accessible for physically impaired pupils
- Liaise with health authority staff when considering the height of any toilet aids and equipment that may be required
- Ensure that any adaptations to toilet areas allow space for a changing bench and suitable storage areas
- All uneven surfaces on the premises to be monitored and repaired
- Any obstacles, steps or uneven surfaces that cannot be removed to be clearly marked
- The tread and riser of steps to be clearly marked with a contrasting colour

Visual

- Improvements can be achieved by increasing the contrast of one object to another, and by ensuring good lighting throughout the school
- Ensure clear areas of movement throughout the building, including ensuring doors are kept fully open or shut – not ajar
- Lighting should be kept consistent throughout and without shadow, particularly in corridors
- All appropriate and uneven surfaces to be supported by handrails
- Equipment to be stored consistently in the same location, including the pupils' coat peg, drawer and/or locker

Hearing

- Manage the acoustic environment to enable listening and learning, including using fittings and furnishings, such as, acoustic ceiling tiles, carpets, fabric wall displays, vertical blinds and rubber feet on tables and chairs in order to reduce both reverberation times and noise levels.

- A quiet area to be provided for pupils
- Staff will use and manage appropriately any fitted additional amplification, such as a radio aid or sound field system.
- Pupils with a hearing impairment should sit near the person speaking with a good view of their mouth that is unobscured by objects and shadows. Speakers should look at those listening when talking. During whole class lessons the hearing-impaired listener would usually be placed towards the front and on one side in order to maximise listening and lip-reading. The exact placement should be discussed with the individual child and carers and supporting professionals as each case will vary.
- Use acoustic materials and treatments on walls, ceilings and floors to improve the listening conditions of any school space, including classrooms a the school hall.



6.10

Website Information

Appendix J

Legislation

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

SEND Code of Practice: 0 – 25 years

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/352622/SEND_code_of_practice_0_to_25_years_-_GOV.UK_(www.gov.uk).pdf)

The Special Educational Needs and Disability Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

United Nations Convention on the Rights of the Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

National Organisations

A-Z list of Medical conditions

<https://contact.org.uk/conditions/>

Council for Disabled Children

www.councilfordisabledchildren.org.uk

Disability Matters

<https://www.disabilitymatters.org.uk/>

Driver Youth Trust – Improving Literacy and SEND provision

<https://www.driveryouthtrust.com/>

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/>

Health Conditions in Schools Alliance

www.medicalconditionsatschool.org.uk

Independent Parental Special Education Advice (IPSEA)

<https://www.ipsea.org.uk/>

Joint Council for Qualifications

www.JCQ.org.uk

Learning Disability Matters

<https://learningdisabilitymatters.co.uk/>

National Cyber Security Centre

<https://www.ncsc.gov.uk/>

National Governance Association

<https://www.nga.org.uk/Home.aspx>

SEND online Safety

<https://www.net-aware.org.uk/send-online-safety-hub/>

Think U Know – online Safety

<https://www.thinkuknow.co.uk/>

Cumbria Websites

All of Us – Young People’s Forum

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=u1CF1mU91jl>

Barnardo’s - Eden

<https://www.barnardos.org.uk/what-we-do/services/eden-0-19-child-and-family-support-service>

Cumbria County Council

<https://www.cumbria.gov.uk/>

Cumbria County Council library collection

https://www.cumbria.gov.uk/libraries/wellread/well_read.asp

Cumbria Safeguarding Children’s Partnership

<https://www.cumbriasafeguardingchildren.co.uk>

Cumbria SEND Local Offer

[SEND Local Offer | Cumbria’s Family Information Directory](#)

Cumbria County Council Early Years SENCO Toolkit

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/early_years_senco_toolkit_1.pdf

Cumbria Partnership NHS Website/Community Paediatrics

<https://www.ncic.nhs.uk/services/community-paediatrics>

E-school Nurse - Health support and advice for children in Cumbria

<https://www.cumbria.gov.uk/ph5to19/generalhealth/healthconditions/default.asp>

Family Action

<https://www.family-action.org.uk/what-we-do/children-families/0-19/>

Mencap - Cumbria

<https://www.carlisle Mencap.co.uk/>

SEND Alliance Cumbria – Parent Forum

<https://www.sendac.org/>

Cognition and Learning Supporting Information

https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=sa3PKv_tDEQ

Down Syndrome Association

<http://www.downs-syndrome.org.uk/>

Specific Learning Difficulties (SpLD)

Dyslexia

<https://www.bdadyslexia.org.uk/>

Communication and Interaction Supporting information

Developmental Language Disorder (DLD)

The Communication Trust

<https://www.thecommunicationtrust.org.uk/>

Autism / Communication and Interaction Difficulties

The National Autistic Society

<http://www.autism.org.uk/about>

Autism Education Trust

<https://www.autismeducationtrust.org.uk/>

Social Emotional and Mental Health Supporting Information

ADDISS – the National Attention Deficit Disorder Information and Support Services

<http://www.addiss.co.uk/>

Attention Deficit and Hyperactivity Disorder (ADHD) Foundation

<http://www.adhdfoundation.org.uk/>

- **Mental Health and Wellbeing**

Adverse Childhood Experiences (ACEs)

<https://www.cdc.gov/violenceprevention/aces/index.html>

Carlisle and Eden Mind

<https://cemind.org/our-services/the-lighthouse/>

Childline Toolbox

<https://www.childline.org.uk/toolbox/>

Education Social, Emotional, Mental Health (SEMH) Pathway

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/advice.page?id=EjJpSdp3RRU>

Get Self Help – CBT, Self-help and Therapy resources

<https://www.getselfhelp.co.uk/>

Headroom - Mental Health Toolkit

<https://www.bbc.co.uk/programmes/articles/YfRzhXDKSZQxFVn30TIXBj/your-mental-health-toolkit>

Kooth

<https://www.kooth.com/>

Mind

<https://www.mind.org.uk/>

Minded for families, children and Young People

<https://www.mindedforfamilies.org.uk/young-people>

Prevention of young suicide

<https://www.papyrus-uk.org/>

Responding to CYP 5-19 showing signs of not coping

<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6683/6687/17172/4279584931.pdf>

Schools and Learning –Mental Health and Emotional Wellbeing

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/healthandemotionalwellbeing/mentalhealth.asp>

Virtual Schools – CLA – Social, Emotional, Mental Health

<https://cumbria.gov.uk/childrensservices/schoolsandlearning/virtualschool/send.asp>

Young Minds – Children and young people mental health

<https://youngminds.org.uk/>

Physical and Sensory Supporting Information

Sensory Learning Hub DHI and BVI

<https://www.natsip.org.uk/index.php/sensory-learning-hub/>

Deaf/Hearing Impairment (D/HI)

Cumbria Deaf Association – Interpreting services

<https://www.cumbriadeaf.org.uk/how-we-can-help/interpreting-services/>

Lets Listen and Talk – Help your deaf child to learn to listen and talk (Early Years - Family support)

<https://letslistenandtalk.org/>

National Deaf Children’s Society

www.ndcs.org

Talking Matters Resources

<https://www.talkingmatters.com.au/about-us/resources/>

Understanding Hearing Loss. MESH guides

<http://www.meshguides.org/guides/node/1948?n=1947>

USAIS online Training Portal

<https://ais.southampton.ac.uk/>

or email AIS.Training@soton.ac.uk

Blind/Vision Impairment (B/VI)

Royal National Institute of Blind People (RNIB)

<http://www.rnib.org/>

RNIB - Children, young people, families and education

<https://www.rnib.org.uk/advice/children-young-people-education>

RNIB - Family Support and Events

<https://www.rnib.org.uk/information-everyday-living-family-friends-and-carers/activities-and-family-events>

RNIB Insight

<https://www.rnib.org.uk/insight-online>

RNIB - Preparation for adult hood.

<https://www.rnib.org.uk/young-people-school-life-and-planning-ahead-making-transition-school/transition-guide-bridging-gap>

Helping blind and partially sighted into work

<https://blindinbusiness.org.uk/>

LOOK UK

<https://www.look-uk.org/meet-up/>

The Guide Dogs for the Blind Association - Habilitation

<https://www.guidedogs.org.uk/>

National Accessible Library

<http://www.accessiblelibrary.org.uk/>

RNIB Bookshare

<https://www.rnibbookshare.org/cms/>

RNIB listing of other book providers:

<https://www.rnib.org.uk/practical-help/children-young-people-and-families/resources-parents-blind-or-partially-sighted/books-and-reading/books-products-and-accessible-learning>

Physical/Medical Difficulties

Supporting children with medical needs

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Cumbria 5-19 PH website – Allergies and Anaphylaxis, Asthma, Epilepsy and Diabetes

<https://cumbria.gov.uk/ph5to19/generalhealth/healthconditions/specialistconditions/default.asp>

Acquired Brain Injury

<https://www.thechildrenstrust.org.uk/brain-injury-information/info-and-advice/what-is-acquired-brain-injury?>

Cerebral Palsy

<http://www.scope.org.uk/>

Cystic Fibrosis Trust

<http://www.cysticfibrosis.org.uk/>

Diabetes

<http://www.diabetes.org.uk/>

Duchenne muscular dystrophy

<http://www.muscular dystrophyuk.org/>

Dyspraxia (Development Co-ordination Disorder)

<http://www.dyspraxiafoundation.org.uk/>

Epilepsy Action

<http://www.epilepsy.org.uk/>

Fragile X

<http://www.fragilex.org.uk/>

Hydrocephalus

<http://www.shinecharity.org.uk/>

Rare conditions

<http://www.councilfordisabledchildren.org.uk/>

Sickle Cell Anaemia

<http://www.sicklecellsociety.org/>

Spina Bifida

<http://www.shinecharity.org.uk/>

English as an Additional Language (EAL) Supporting Information

The Bell Foundation

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>

The NASSEA EAL assessment

<https://www.nassea.org.uk/product/nassea-eal-assessment-framework-tracker/>

National Association for Language development in the Curriculum. (NALDIC)

<https://naldic.org.uk/>

The Collaborative Learning Project
<http://www.collaborativelearning.org/>

The EAL Academy
<https://www.theealacademy.co.uk/services/resources/eal-handbook/>

Racing to English
<http://www.racingtoenglish.co.uk/about.html>

EAL Pocket books
<https://www.teacherspocketbooks.co.uk/product/eal-pocketbook/>

Preparing for Adulthood Supporting Information

Cumbria Guide to Transition – Moving from school to adult life – Planning for the future
https://search3.openobjects.com/mediamanager/cumbria/fsd/files/transition_from_school_to_adult_life_-_planning_for_the_future_policy.pdf

Local Offer – Preparing for Adulthood
<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-3>

Further Education (Post 16) Placement Process
https://search3.openobjects.com/mediamanager/cumbria/fsd/files/further_education_post_16_placement_process_1.pdf

The Preparing for Adulthood (PfA)
www.preparingforadulthood.org.uk

The National Development Team for Inclusion (NDTI)
www.ndti.org.uk



6.11

List of Abbreviations

Appendix K

ACE	-	Adverse Childhood Experiences
ADD	-	Attention Deficit Disorder
ADHD	-	Attention Deficit Hyperactivity Disorder
AET	-	Autism Education Trust
AP	-	Alternative Provision
AR	-	Annual Review
ASC	-	Autism Spectrum Condition
ASD	-	Autism Spectrum Disorder
ASP	-	Analyse School Performance
B/VI	-	Blind or Vision Impairment
BEWOs	-	Behaviour and Emotional Well-being Officers
CAMHS	-	Child and Adolescent Mental Health Service
CCC	-	Cumbria County Council
CCG	-	Clinical Commissioning Group
CLA	-	Child Looked After
CoP	-	Code of Practice
CPS	-	County Psychology Service
CSCP	-	Cumbria Safeguarding Children's Partnership
CSDPA	-	Chronically Sick and Disabled Persons Act
CYP	-	Children and Young People/Child or Young Person
D/HI	-	Deafness and Hearing Impairment
DfE	-	Department for Education
DLD	-	Developmental Language Disorder
DoB	-	Date of Birth
EAL	-	English as an Additional Language
EEF	-	Education Endowment Foundation
EHA	-	Early Help Assessment
EHC	-	Education, Health and Care
EHCP	-	Education Health and Care Plan
EIF	-	Education Inspection Framework
EP	-	Educational Psychologist
E-Pats	-	Early Positive Approaches to Support
EYFS	-	Early Years Foundation Stage
FE	-	Further Education
HHTS	-	Hospital and Home Tuition Service
GDPR	-	General Data Protection Register
GP	-	General Practitioner
HLTA	-	Higher Level Teaching Assistant
IEP	-	Individual Education Plan
IPSEA	-	Independent Parental Special Education Advice
IRO	-	Independent Review Officer
ISSP	-	Individual SEN Support Plan
IT	-	Information Technology
KS	-	Key Stage
LA	-	Local Authority
LSA	-	Learning Support Assistant

LSCB	- Local Safeguarding Children's Board
MLD	- Moderate Learning Difficulty
MSI	- Multiple Sensory Impairment
NAS	- National Autistic Society
NASC	- National Award for SEN Co-ordination
NC	- National Curriculum
NCY	- National Curriculum Year
NDTI	- National Development Team for Inclusion
NHS	- National Health Service
NSA	- No Specialist Assessment code
OFSTED	- Office for Standards in Education, Children's Services and Skills
PB	- Personal Budget
PD	- Physical Disability
PECS	- Picture Exchange Communication System
PEP	- Pupil Education Plan
PEX	- Permanently Exclude
PfA	- Preparing for Adulthood
PIVATS	- Performance Indicators for Valued Assessment and Target Setting
PRU	- Pupil Referral Unit
PTT	- Part-Time Timetable
QFT	- Quality First Teaching
SATs	- Specialist Advisory Teachers
SEF	- Self-Evaluation Form
SEMH	- Social Emotional and Mental Health
SEN	- Special Educational Needs
SENCO	- Special Educational Needs Coordinator
SEND	- Special Educational Needs and Disability
SEND IAS	- Special Educational Needs and Disability Information Advice Support Service
SEND TST	- Special Educational Needs and Disability Teaching Support Team
SIMS	- Schools Information Management System
SLCN	- Speech, Language, Communication Needs
SLD	- Severe Learning Difficulties
SLT/SALT	- Speech and Language Therapist
SMART	- Specific, Measurable, Appropriate, Realistic, Time-bound
SpLD	- Specific Learning Difficulties
SRP	- Strategically Resourced Provision
STA	- Standards and Testing Agency
STA	- Senior Teaching Assistant
TA	- Teaching Assistant
TAC	- Team Around the Child
TAF	- Team Around the Family
ToD	- Teacher of the Deaf
TVI	- Teacher of Children and Young People with Vision Impairment
UNCRC	- United Nations Conventions on the Rights of the Child
UPN	- Unique Pupil Number
YOS	- Youth Offending Service



SECTION 7 – Templates



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